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ARTS FACULTY COUNCIL

Minutes of Meeting of August 30, 1977

2:00 - 5:00 p.m.

PRESENT: R. G. Baldwin (Chairman), H. L. Abbott, B. R. Abu-Laban, S. M. Abu-Laban, D. Barnet, J. W. Bilsland, W. A. Blanchard, E. D. Blodgett, R. J. Buck, A. Buse, F. D. Clandfield, C. K. A. Colter, L. W. Conolly, J. A. Creore, R. A. Davey, J. J. Delehanty, F. A. de Luna, M. V. Dimic, C. Q. Drummond, E. Egert, R. G. Eherer, B. L. Evans, N. Fetterman, L. T. Fitz, J. A. Forbes, J. V. Freeman, C. Gordon-Craig, C. Hale, R. R. Hett, F. G. Hulmes, C. Hume, M. Jendyk, H. J. Jones, E. C. Lechelt, S. D. Lewis, J. A. MacIntyre, J. C. MacKenzie, R. C. Macleod, M. Mannes, G. Marahrens, M. L. Marckworth, J. G. Marino, R. E. McKown, J. S. McMaster, R. J. Middleditch, B. J. Mitchell, R. G. Moyles, K. J. Munro, D. R. Owram, R. S. Patterson, G. S. Peacock, T. M. S. Priestly, K. D. Prithipaul, M. Prokop, F. L. Radford, E. Reinhold, P. A. Rolland, M. L. Ross, G. A. Rothrock, P. A. Runquist, B. L. Scarfe, P. A. Schouls, A. Scott-Prelorentzos, N. R. M. Seifried, R. A. Shiner, B. J. Silzer, A. M. Small, R. C. Smith, U. Trumpener, T. S. Veeman, E. H. Waugh, T. H. White, R. G. Whitinger, M. D. Wilkie, B. W. Wilkinson, L. Willie, C. R. Wilson.

1. Welcome to New Members

At the start of the meeting Dean Baldwin extended a special welcome to the external and student representatives, and to the Administrative and Professional Officers (who, by virtue of the new Staff Agreement, are now members of full Council).

2. Advance Notice re: Council Meeting of September 27

Dean Baldwin reported for information that a meeting of the full Arts Council will be convened on September 27, at which time President Gunning will discuss the proposed reorganization of GFC.

3. Executive Committee Reports

3.1 June 1977 Report

[The report and addendum having been distributed in advance of the meeting, copies are attached to the official Minutes only.]

Council's attention was drawn to the list of committee memberships, it being noted that acceptance of the report would signify Council's approval of new appointments made by the Executive according to the Faculty's established procedures. Two items were removed for separate consideration.

3.1.1 Faculty Salaries and Promotions Committee

The Executive nominations for election to the three seats vacant on the FSPC were automatically before Council:

A. Buse, Economics
R. Gruhn-Bryan, Anthropology
C. W. Hobart, Sociology
J. O. Orrell, English
S. M. M. Qureshi, Political Science
I. L. Rudnytsky, History

One additional nomination was made from the floor of Council:

R. A. Sydie, Sociology.

It was then moved by Professor Smith, seconded by Professor Dimic,

THAT nominations cease.

Motion carried (election by Faculty-wide ballot).

3.1.2 Tenure Committee: Faculty Panel

The Executive nominations for election to the four seats vacant on the Faculty tenure panel were automatically before Council:

Fine Arts/Humanities (2)	Social Sciences (2)
L. W. Conolly, English	G. Dacks, Political Science
R. J. E. d'Alquen, Germanic Lang.	J. C. Hackler, Sociology
I. McGilp, Philosophy	G. A. Rothrock, History
M. Sabatini, Romance Lang.	P. F. Zelhart, Psychology

Two additional nominations were made from the floor of Council:

S. E. Stambaugh, English	P. E. Prestwich, History

It was moved by Professor Marahrens, seconded by Professor Marino,

THAT nominations cease.

Motion carried (election by Faculty-wide ballot).

Two corrections were made to the report.

3.1.3 Library Committee

Professor K. D. Prithipaul was named as the representative from the Department of Religious Studies (replacing Prof. M. Waida).

3.1.4 Additions to the List of Spring Graduands

Council was advised that the degree that had been awarded to Marshall Shoctor with Distinction was a B.A. (General), and not a B.A. (Special).

It was then moved by Professor Waugh, seconded by Professor Buck,

THAT the June 1977 Executive Report (incorporating the addendum and the corrections) be approved by Council.

Motion carried.

3.2 August 1977 Report

[The report having been distributed prior to the meeting, a copy is attached to the official Minutes only.]

Two items were removed for separate consideration.

3.2.1 Procedures for Nominating and Electing Representatives to GFC

It was moved by Professor Bilsland, seconded by Professor Trumpener,

THAT Council approve the Executive recommendations for a change in the means by which Arts Faculty elects its representatives to GFC:

i) that the Executive Committee serve as the nominating body for elections to GFC (as it does for a majority of Faculty standing committees);

ii) that in drawing up the election slate the Executive

canvass the eligible departments for suggestions (i.e. those departments not already represented, or ceasing to be represented, on GFC);

iii) that henceforth retiring representatives be eligible to stand for reelection to a second term on GFC;

iv) that these elections continue to be determined by Faculty-wide ballot; no department to fill more than one of the thirteen Arts seats on GFC at any given time.

An amendment was moved by Professor Schouls, seconded by Professor Rothrock,

> THAT item iv) be revised to read: "no department to fill more than two of the thirteen Arts seats. . . ."

Amendment defeated.

Motion carried.

3.2.2 Reexamination of Rehearing Committee Election Principles
It was moved by Professor Bilsland, seconded by Professor Trumpener,

> THAT Council approve the Executive recommendations for a modification of two of the regulations governing election to Faculty Rehearing Committees (additions underlined, deletions in square brackets):
>
> 1. The Faculty shall elect eight members to constitute a panel on which the Dean can draw for two Faculty representatives to serve on a given Rehearing Committee; on the panel there shall be four from the Fine Arts/Humanities and four from the Social Sciences, one from each group to be selected for service on a given committee (more or less in rotation, but to the exclusion of panelists from the appellant's department and panelists who have served on a tenure committee for the appellant, and with some reference to academic interests and availability), the panelists not to be members of FSPC; [or the Faculty tenure panel]; no more than one from a given department shall be elected; nominations in the first instance shall be made by the Executive Committee, with provisions for additions by Council or Executive Council; the terms of panelists shall be two years, and election shall take place in the fall of the year.
>
> 2. Departmental representatives on a Rehearing Committee, three in number, shall normally be elected at the time of departmental elections to tenure committees, for two-year terms; [tenure representatives shall not be eligible for election to the Rehearing Committee;] an alternate shall also be elected, to provide for the possibility of appeal by a representative. Any departmental tenure representative elected to the Rehearing Committee shall be replaced by an alternate or through by-election (whichever suits the particular circumstances) in order to hear tenure appeals from the representative's own department.

Motion carried.

It was then moved by Professor Dimic, seconded by Professor Smith,

THAT the August 1977 Executive Report be approved by Council.

Motion carried.

4. Arts Executive Council: Approval of Departmental Slates

It was moved by Professor Marahrens, seconded by Professor Stangeland,

THAT the full Council of the Faculty approve the departmental nominations to the 1977-78 Executive Council:

Department	Members	Alternates
Anthropology	R. Gruhn-Bryan D. E. Young	R. Frucht
Art and Design	J. R. Giard G. S. Peacock	
Classics	J. R. Wilson	
Comparative Literature	Pending	
Drama	D. Barnet M. J. Murdock	V. A. Becker
Economics	S. D. Lewis T. S. Veeman	J. J. Delehanty S. Sharir
English	F. D. Clandfield R. T. Harrison N. A. Page F. L. Radford	J. G. Marino R. Hoffpauir M. L. Ross M. R. Legris
Germanic Languages	R. Whitinger	E. Egert
History	Pending	
Music	A. M. Munn M. Sasonkin	A. J. Ord
Philosophy	J. King-Farlow H. Tennessen	
Political Science	F. G. Hulmes S. M. M. Qureshi	H. W. Cummins
Psychology	Pending	
Religious Studies	K. D. Prithipaul	
Romance Languages	E. J. H. Greene A. J. Holden	A. J. Ballah
Slavic Languages	P. A. Rolland	B. Medwidsky
Sociology	S. M. Abu-Laban J. W. Gartrell C. W. Hobart	R. A. Silverman

Motion carried.

5. Report of the Course and Calendar Change Committee

[The report and addendum having been distributed in advance of the meeting, copies are attached to the official Minutes only.]

It was moved by Professor Reinhold, seconded by Professor Peacock,

THAT the Report of the Course and Calendar Change Committee be approved by Council.

One course was removed for separate consideration (ENGL 385. The Bible as Literature), and four courses were withdrawn pending discussion of the Curriculum Committee Report on Student-Initiated Courses (POLSH/RUSS/SLAV/UKR 499). Conference Course(s)). The report was then considered in light of the following revisions and comments.

ART AND DESIGN

p.1 ART H 201. Change note to read: Formerly part of ART 200; not to be taken by students with credit in that course or ART H 250.

ART H 202. Change note to read: Formerly part. . . .or ART H 251.

ART H 250. Change note to read: Formerly part. . . .or ART H 201.

p.2 ART H 251. Change note to read: Formerly part. . . .or ART H 202.

p.5 ART H 459/559. Change weight and term to read: *3 (either term, 3-0) or *6 (3-0).

p.6 43.3.1 HONORS IN THE HISTORY OF ART AND DESIGN

Change statement of third year requirements to read: One full-course ART H 459 or an approved equivalent. . . .

Change statement of fourth year requirements to read: One full-course ART H 559. . . .

COMPARATIVE LITERATURE

p.8 C LIT 471. Change the title of this course to read: Advanced Comparative Studies in Canadian Literatures.

Note: A proposal that FR CA 200 be listed as one of the optional prerequisites to C LIT 471 was withdrawn, it being understood that any student wishing to pursue studies in an area touching upon French must demonstrate competency in that language.

DRAMA

p.9 (and addendum)

43.26.3 SPECIALIZATION IN DESIGN

Assuming Council's approval of the joint recommendation of the Drama Department and the Curriculum Committee that in the second year of the Design specialization two specific Clothing and Textiles courses be acceptable alternatives to DRAMA 375, the following restrictive note will be added to the latter course listing: Not open to students with credit in ClTx 304 and 403.

ECONOMICS

pp.9 & 10

ECON 308/309/310/311/315.

Professor Scarfe, the Chairman of the Department of Economics, explained that the methodological perspective from which his Department would approach the five new Economic Development courses would be somewhat different from the approach taken by an historian, and that these courses should therefore complement rather than conflict with courses in Economic History offered by the Department of History. Professor Scarfe added that he hoped there would continue to be mutual consultation between the

Departments of Economics and History, in the event that either Department wishes to expand its offerings in these overlapping areas.

ECON 311. The description of this course was revised to read: The recent economic development of the Middle East.

The vote was then taken on approval of the Course and Calendar Report, as supplemented, as amended, and excepting five courses (ENGL 385, and POLSH/RUSS/SLAV/UKR 499).

Motion carried.

It was then moved by Professor Anderson, seconded by Professor MacIntyre,

> THAT the new course proposed by the Department of English be approved by Council: ENGL 385. The Bible as Literature. *6 (3-0). A literary study of selections from the Old and New Testaments in the King James Version.

In the discussion which followed, representatives of the Departments of Comparative Literature and Religious Studies indicated that they would like to have a better understanding of the rationale for the introduction of this course, and of the actual course content. Speaking on behalf of the Department of Religious Studies, Professor Waugh said that their primary concern was that the introduction of ENGL 385 might establish religion and literature as an area over which the English Department would have hegemony. Professor Waugh suggested that at some time in the future his Department may acquire a specialist who will want to take a theological approach to the Bible as literature, and that in those circumstances the Department would hope to offer such a course under the Religious Studies label, or possibly by means of joint sponsorship with the Department of English. Speaking on behalf of the Department of Comparative Literature, Professor Blodgett said that it was not clear whether or not the proposed course overlaps with the existing C LIT 518. The Biblical Tradition in Literature. It was also pointed out that despite its being written in English, the King James Version of the Bible is nevertheless a translation, and that the proposal did not make clear whether the English Department wished simply to study this particular translation, or whether this would create a precedent for the study of other works in translation.

Responding to these comments, members of the Department of English explained that ENGL 385 had evolved from an earlier "Special Studies" course offered once, and that its focus would be the central importance of the Bible, particularly the King James Version, in the development of English literature. In that connection it was pointed out that the King James Version is a linguistic event in the development of English prose, and as such serves a function in the stylistic development of narrative and expository prose.

Given this explanation, it was suggested that the title and description of ENGL 385 required clarification and sharpening, because the course as submitted did not clearly reflect the course as described in Council. Accordingly, it was moved by Professor MacIntyre, seconded by Professor Dimic,

> THAT ENGL 385 be referred back to the Course and Calendar Change Committee, for further consultation with, and within, the Department of English.

Motion to refer carried.

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> departments of Economics and History, in the event that either Department wishes to expand its offerings in these overlapping areas.
>
> ECON 311. The description of this course was revised to read: The recent economic development of the Middle East.

The vote was then taken on approval of the Course and Calendar Report, as supplemented, as amended, and excepting five courses (ENGL 105, and CL/RS/ECON/SLAV/GRK 400).

Motion carried.

It was then moved by Professor Anderson, seconded by Professor [illegible],

> THAT the new course proposed by the Department of English be approved by Council: ENGL 105. The Bible as Literature. 6 (3-0). A literary study of selections from the Old and New Testaments in the King James Version.

In the discussion which followed, representatives of the Departments of Comparative Literature and Religious Studies indicated that they would like to have a better understanding of the rationale for the introduction of this course, and of the actual course content. Speaking on behalf of the Department of Religious Studies, Professor Waugh said that their primary concern was that the introduction of ENGL 105 might open up religion and literature as an area over which the English Department would have jurisdiction. Professor Waugh suggested that at some time in the future his Department may acquire a specialist who will want to take a theological approach to the Bible as literature, and that in those circumstances the Department would want to offer such a course under the Religious Studies label, or possibly by means of joint sponsorship with the Department of English. Speaking on behalf of the Department of Comparative Literature, Professor Blodgett said that it was not clear whether or not the proposed course overlaps with the existing C LIT 112, The Biblical Tradition in Literature. It was also pointed out that despite its being written in English, the King James Version of the Bible is nevertheless a translation, and that the proposal did not make clear whether the English Department wished simply to study this particular translation, or whether this would create a precedent for the study of other works in translation.

Responding to these comments, members of the Department of English explained that ENGL 105 had evolved from an earlier "Special Studies" course offered once, and that its focus would be the cultural importance of the Bible, particularly the King James Version, in the development of English literature. In that connection it was pointed out that the King James Version is a linguistic event in the development of English prose, and as such serves a function in the stylistic development of narrative and expository prose.

Given this explanation, it was suggested that the title and description of ENGL 105 required clarification and amendment, because the course as submitted did not clearly reflect the nature as described by members. Accordingly, it was moved by Professor [illegible], seconded by Professor [illegible],

> THAT ENGL 105 be referred back to the Course and Calendar Change Committee, for further consultation with, and advice, the Department of English.

Motion to refer - carried.

6. Social Sciences 30 as a Subject of Matriculation

Members had before them a description of Social Sciences 30 which stated, in part:

> The Social Sciences 10(a), (b) - 20(a), (b) - 30(a), (b) program is intended to complement the Alberta Social Studies by encouraging increased understanding of "man and his world". Courses in this program are distinct from the Social Studies curriculum, in that they focus on the structure, concepts, and methodologies of specific social science disciplines rather than social issues within a values-oriented interdisciplinary context. . . .Each modular unit develops several themes appropriate to one of the following disciplines - Anthropology, Comparative World Religions, Economics, Geography, History, Philosophy, Political Science, Psychology and Sociology. The sequence in which the modular units of any particular discipline may be studied is optional.

Council was advised that the program had been examined by the University Committee on Admissions and Transfer, and that that body will recommend to GFC that effective 1978 Social Sciences 30 be recognized by the University of Alberta as a Grade A matriculation subject, to be accepted at the discretion of individual Faculties. The program was also examined by the Arts Faculty Admissions and Matriculation Requirements Committee, its recommendation being put to Council on a motion by Professor Wilkie, seconded by Associate Dean Blanchard,

> THAT Social Sciences 30 not be accepted by Arts Faculty as a subject of matriculation.

The AMRC had considered Social Sciences 30 in two of its aspects, namely curriculum and teaching. From the point of view of its content, the course met, generally, with approval (and this was also the response of the concerned departments in the Faculty). However, other considerations led to the AMRC recommendation for rejection, four of these being cited below:

1. The areas covered by this course demand teaching specialists. With the exception perhaps of Geography, the high schools do not have teaching specialists in these areas.
2. Because the courses would most certainly be taught by individuals with minimal academic qualifications in these areas, there is a strong possibility that students would be misinformed rather than informed about the areas involved.
3. Focus in [Arts] matriculation requirements should be on the "basics," i.e. on those subject areas which would provide the foundations for all University studies -- languages and mathematics.
4. For all of these reasons, there is little likelihood that Social Sciences 30 will significantly enhance matriculation for the Faculty of Arts, and may in fact detract from it.

Some members of Council expressed doubts that the first argument was in fact tenable, and contended that rejection should not be based on a conjecture that some teachers will not have the necessary competence to teach Social Sciences 30. In any event, it was argued that similar reservations could be aired about the quality of teaching that goes into other high school courses that are now accepted by the Faculty as subjects of matriculation, say, for example, English 30.

In rebuttal, Council was asked to bear in mind the broad spectrum of Social Sciences 30, which involves specialization in a number of areas and therefore makes it especially difficult to ensure that the background and preparation of the instructors will be adequate to the demands that the course places upon them. It was also pointed out that in discussions with representatives of the Department of Education and the Faculty of Education the AMRC had sought assurances that only those teachers who have the specialized equipment will be assigned to the course, but that this was not forthcoming. (Here it was noted that at the present time there is no provision in the programs of the Faculty of Education for teaching specialization in a majority of the areas covered by Social Sciences 30, and that a variety of considerations enter into the staffing of a particular course, such as, for example, the size of the school, the staff complement and expertise, the overall curriculum, etc.) Finally, it was suggested that "compounding one error with another is not an adequate solution to the problem," and that the fact that Arts Faculty is currently accepting matriculation courses about which there are doubts as to the quality of teaching (e.g. English 30) does not constitute a good and sufficient reason for the acceptance of Social Sciences 30.

Motion carried
(Social Sciences 30 rejected as a subject of matriculation).

7. Curriculum Committee Reports

[The reports having been distributed in advance of the meeting, copies are attached to the official Minutes only.]

7.1 Report on Interdisciplinary and Multidisciplinary Courses within Faculty Divisions

On introducing this agenda item, Dean Baldwin reminded Council that amongst some twenty-five recommendations brought forward in 1973/74 by the (now retired) Academic Principles and Aims Committee there were some bearing on the needs of the Faculty's non-specialist students. One of these was that the Curriculum Committee be asked to design "a series of broadly based courses integrating the fields of the Fine Arts in a one-year course, of the Social Sciences in a one-year course, of the Humanities in a one-year course." The Dean reported that in the process of working out these models some of the subcommittees of the Curriculum Committee had been reluctant to confine themselves to the specific APAC guidelines, and had expressed considerably more enthusiasm for the designing of courses that are interdisciplinary in the usual sense (i.e. courses which build on earlier work in traditional disciplines, and which may not necessarily fall within a given divisional boundary). However, they were urged by the Executive to proceed as directed by Council. A very considerable amount of time and energy had been expended by the Curriculum Committee and its subcommittees in an attempt to respond positively, but in the end the Committee had only one (unanimous) recommendation to put before the Faculty. This recommendation was moved by the Chairman of the Curriculum Committee, Professor Shiner, and seconded by Professor McMaster:

> THAT the introduction of generalist integrative courses within each division of the Faculty not be mandatory.

Council was asked to take special note of a paragraph on page two of the Report:

> The Committee is not claiming that pedagogically valid

> integrative courses of the kind APAC envisaged would add nothing to the Faculty's offerings. Its position is that there is no compelling urgency to design and institute such courses -- no urgency which might be thought to justify a lightening of the weight to be attached to the dangers of such courses.

Professor Shiner explained that the Curriculum Committee felt that it was possible to do work in this area, but that "it has to come from initiative taken by qualified and seriously interested people in the Faculty." He added that "the Committee does not see at the moment that it is justified to proceed by fiat."

In the debate which followed, the bulk of the discussion centred upon a larger issue which was raised by the Curriculum Committee at the end of its report (and which was not its specific charge), namely, a concern re: the lack of a Faculty mechanism for considering interdisciplinary course proposals and funding them. Dean Baldwin reported that this matter was put to the Department Chairmen on an informal basis at a meeting on August 29, and that the Chairmen's position was essentially that in a time of austerity the funding priorities must be for the core courses. The Dean added that the Chairmen recognized that at the moment it is a fairly laborious process to initiate an interdisciplinary course and that the lack of a ready funding mechanism is a major stumbling block, but that they were nevertheless of the opinion that the present system is not necessarily bad because it depends upon an intense commitment on the part of the sponsors to carry their proposal through. It was also pointed out (1) that some 25 interdepartmental and interdisciplinary courses have in fact been approved and are listed in the Arts Calendar; (2) that there is a greater variety of course combinations open to students than they (and the departments) always realize, and that this may be an area where the Standing Committee on Counselling can provide some input, and (3) that should Council at some future date decide to reexamine the procedures for approving interdisciplinary courses, that assignment would in all probability be given to the Academic Planning Committee (the APC being the Faculty's ways and means committee, and having recntly devised a mechanism for the consideration of interdisciplinary programs). In any event, Council was reminded that it was not in this particular instance being asked to explore the whole question of interdisciplinary activity and cooperation, but to accept or reject the specific Curriculum Committee recommendation that the introduction of generalist and integrative courses within each division of the Faculty not be mandatory.

Motion carried.

7.2 Report on Student-Initiated Courses

Arts Executive Council on November 30, 1976 referred back to the Curriculum Committee its original report on student-initiated courses "for further study and consultation with the departments." The requested review had taken place and a revised proposal was now before Council, the individual recommendations being moved by Professor Shiner, and seconded by Professor Rolland.

Recommendation I

Departments shall include in their Calendar listings for each subject under their purview a general 400-level "Topics" or

Conference course. After the title of the course, the following note must be included: Students as well as staff may initiate proposals in any given year for the content of this course. Please consult Department Chairman for the procedure for student-initiated proposals.

Some members of Council were strongly opposed to the mandatory nature of Recommendation I, on the grounds that it constituted an infringement upon department autonomy. Responding to this concern, Professor Shiner explained that the intent of the motion was not to compel departments to offer student-initiated courses, but to ensure that they provide a mechanism for their development. Acceptance of the motion would mean that departments will be required to list this option in the Calendar. However, they will not necessarily be obliged to offer student-initiated courses, approval of a given course being dependent upon the nature of the proposal, available funds, etc. Given this explanation, one member asked whether the Calendar listing would really serve a useful purpose, or whether it would merely tend to raise expectations that were unlikely to be fulfilled.

Recommendation I defeated.

Note: Council defeated a motion to table the report, as well as a motion to send it back to Committee with a view to some modification of Recommendation I. In the latter case it was argued that the Curriculum Committee had given a good deal of thought to the proposal, that there had been consultation with the departments, and that if Council was not prepared to accept the mandatory aspects of Recommendation I, then the status quo would probably suffice (i.e. that provision for student-initiated courses be at the discretion of the departments, as in the case of item 8 below).

Recommendation II

Departments will send to the Course and Calendar Change Committee a copy of any Departmentally approved and offered proposal, whether student- or staff-initiated. The proposal is to include the following information:

a) a very brief description of the course;
b) i) a syllabus for the course, including associated readings, and the anticipated progress of the course;
   ii) the course requirements, including the number of papers, exams, their length or nature and their respective weightings in making up the total grade of the course.

In the case of a student-initiated proposal, the following must also be included:

c) the reasons for proposing that the course be offered;
d) the name(s) of the student(s) seeking to have the course initiated;
e) the signature of the faculty member agreeing to conduct the course as proposed.

This recommendation called for a modification of legislation enacted by Arts Executive Council in February 1975, which stipulates that "as a

monitoring device, and as a source of a central record, each department shall submit to the Dean's office within one month of the beginning of the course a short description of the content of each 'special topics' course it is offering" (it being understood that in this particular instance the term "special topics" covers a variety of non-specific course labels, such as, for example, "readings").

Council did not challenge the proposal that the Course and Calendar Change Committee become the central registry for information on this type of course. However, it was pointed out that Recommendation II involved not only a change in the locus of the material, but also a significant change in the quantity of the material. Some members questioned the necessity for this "extraordinary amount of information," and suggested that appropriate safeguards could be maintained if the "special topics" courses were subjected to the same scrutiny as the regular course offerings (i.e. that departments provide a description of the course, together with a brief statement of the reasons for its introduction). It was therefore decided by general consent that Recommendation II be referred back to the Curriculum Committee (1) for a reexamination of the proposed monitoring device (in terms of the amount of information that is to be provided), (2) for clarification of the function of the Course & Calendar Change Committee (whether it is to be simply a repository for the information and to some extent a watch-dog where duplication and departmental boundaries are concerned, or whether a larger role is intended), and (3) for a rewording, so that it will be independent of the defeated Recommendation I. In the latter case it was also recommended that the phraseology be reexamined (some members having pointed out that the coupling of the words "approved and offered" with "proposal" was somewhat misleading).

8. Reintroduction of Four Courses Proposed by the Department of Slavic Languages
[ref. item 5 of these Minutes]

The four courses that were set aside pending discussion of the Report on Student-Initiated Courses were now automatically before Council on the original motion of the Course and Calendar Committee:

POLSH 499. Conference Course. *3 (either term, 3-0) or *6 (3-0). Students as well as staff may initiate proposals in any given year for the content of this course. Please consult the Department Chairman for the procedure for student-initiated proposals.

RUSS 499.
SLAV 499. } As described under POLSH 499 above.
UKR 499.

Motion carried.

9. Report of the ad hoc Committee to Seek Ways of Improving Students' Ability in Writing

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

The ad hoc Committee was established in 1976 as a consequence of the Faculty's discussion of the Johnson Report on Proficiency in English (ref. item 7.1, AEC, 5/4/76). Its recommendations were put to Council on individual motions by Professor Small, seconded by Professor Forbes.

monitoring device, and as a source of a central record, each department shall submit to the Dean's office within one month of the beginning of the course a short description of the content of each 'special topics' course it is offering" (it being understood that in this particular instance the term "special topics" covers a variety of non-specific course labels, such as, for example, "readings").

Council did not challenge the proposal that the Course and Calendar Change Committee become the central registry for information on this type of course. However, it was pointed out that Recommendation II involved not only a change in the locus of the material, but also a significant change in the quantity of the material. Some members questioned the necessity for this "extraordinary amount of information," and suggested that appropriate safeguards could be maintained if the "special topics" courses were subjected to the same scrutiny as the regular course offerings (i.e. that departments provide a description of the course, together with a brief statement of the reasons for its introduction). It was therefore decided by general consent that Recommendation II be referred back to the Curriculum Committee (1) for a reexamination of the proposed monitoring device (in terms of the amount of information that is to be provided), (2) for clarification of the function of the Course & Calendar Change Committee (whether it is to be simply a repository for the information and to some extent a watchdog as re duplication and departmental boundaries are concerned, or whether a larger role is intended), and (3) for a rewording, so that it will be independent of the rejected Recommendation I. In the latter case it was also recommended that the phraseology be reconsidered (some members having pointed out that the coupling of the words "approved and offered" with "proposal" was somewhat misleading).

8. Reintroduction of Four Courses Proposed by the Department of Slavic Languages (ref. item 3 of these Minutes)

The four courses that were set aside pending discussion of the Report on Student-Initiated Courses were now successfully before Council on the original motion of the Course and Calendar Committee.

FOLK 499. Contemporary Issues. ½ (either term, 3-0) or 1 (3-0). Students as well as staff may initiate proposals in any given year for the content of this course. (Please consult the Department Chairman for the procedure for student-initiated proposals.

RUSS 499.
SLAV 499. As described under FOLK 499 above.
UKR 499.

Motion carried.

9. Report of the ad hoc Committee to seek Ways of Improving Students' Ability in Writing

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

The ad hoc Committee was established in 1976 as a consequence of the Faculty's discussion of the Johnson Report on Proficiency in English (ref. item 7-1, AM., 5/4/76). Its recommendations were put to Council as individual motions by Professor Small, seconded by Professor Forbes.

Recommendation 1

That the Faculty continue to seek financial support from the University to enable the English Department to implement its proposal for restructuring English 210, since this is a service course of importance to all faculties in the University.

The underlined words were added to the original recommendation, Dean Baldwin having reported that the Faculty administration did seek such support from the University, but did not obtain it.

Motion carried.

Recommendation 2

That the Faculty urge the University to have its policy on assessing the quality of expression in written work printed in the Class Record folders.

The policy requests all instructors of University undergraduate courses to provide that suitable portions of course testing or other course work should be in the form of written essay responses and to emphasize to students that competence in written work is integral to competence in a subject and will constitute part of the basis on which the student's course grade is determined (GFC, 25/10/76). The use of the word "requests" rather than "demands" suggests that the authors of the statement recognized that the policy cannot readily be applied to certain courses, such as, for example, the Art and Design studio courses.

Motion carried.

Recommendation 3

That the Arts Faculty approve in principle the drawing up of a simple guidesheet containing symbols to be used by markers for indicating common errors in English.

The intent is that the guidesheet be offered as a convenient marking tool, and that the use of this particular set of symbols be at the option of the instructor.

Motion carried.

Recommendation 4

That audio- and video-tapes and accompanying worksheets on aspects of English writing be developed and made available to individual students.

The underlined word was added to the original recommendation.

Motion carried.

Recommendation 5

That the Faculty organize one seminar for [student] markers each term in which requirements of English composition would be clarified.

The word "student" was struck from the motion, on the basis of a formal amendment by Professor Smith, seconded by Professor Buck.

Motion, as amended, carried.

Note: i) It was understood that the definition "marker" is intended to apply to students and others who are specifically employed to provide assistance in this area, but that the

recommendation does not exclude from the seminar those full-time staff members who may wish to attend.

ii) It was also understood that Council's approval of recommendations 3, 4 & 5 was conditional upon the provision of whatever additional funds are required for implementation.

Recommendation 6

That greater consideration be attached to marking practices (including number and type of exams set) in the assessment of teaching for consideration by the Arts Faculty Salaries and Promotions Committee; and that this matter be referred to the appropriate committee.

Professor Small reminded Council that the recommendation was put forward in the context of marking for English literacy. He explained that his Committee was concerned about the increase of multiple-choice questions in examinations in preference to essay-type questions (presumably because the former are more easily marked), and that Recommendation 6 was designed to limit this practice.

The recommendation was opposed on the grounds (1) that it was impracticable (i.e. that it would be a formidable task for the chairman of a large department with many sectioned courses to undertake a detailed assessment of the quality of the marking of his staff), and (2) that it was discriminatory (i.e. that it did not take into consideration the nature of the workloads, and the fact that classes of some 150 students and upwards do not lend themselves to essay questions, at least those of any lengthy nature).

Motion defeated.

Recommendation 7

That the committee be disbanded.

Motion carried
(with the thanks of Council).

10. The King's College: New Proposal for Affiliation
This item was deferred for consideration at the September 27 meeting of full Council (as the first item on the agenda immediately following the discussion with President Gunning).

11. Adjournment
By general consent, on a motion by Professor Clandfield, seconded by Professor de Luna, the meeting was adjourned at 5:00 p.m.

Chairman.

(Addendum incorporated into report)

FACULTY OF ARTS EXECUTIVE COMMITTEE REPORT: June 1977

1. Additions to the List of Spring Graduands [ref. item 4, AFC, 13/5/77]
The Executive approved the following additions to the list of Spring Graduands:

MOK, Edith Wai Key, addition to the list of students recommended for the B.A. (General) degree;

SHOCTOR, Marshall, addition to the list of students recommended for the B.A. (General) with Distinction

SCHUELKE, Thomas George, addition of the notation "with Distinction" to the B.A. (Special) degree.

2. Committee/Council Memberships

2.1 External Membership on Arts Council, 1977-78
Acting on authority delegated by Arts Council and in accord with representation approved by the Faculty, the Executive received and approved the following nominations which were submitted by the respective external jurisdictions:

Business Administration & Commerce	E. J. Chambers
College Universitaire St. Jean	F. J. McMahon (reappointment)
Education	R. S. Patterson, Assoc. Dean, Planning & Development B. Schwartz, Elementary Ed.
Engineering	G. W. Sadler, Mechanical Eng.
Home Economics	N. Fetterman
Linguistics	M. L. Marckworth (reappointment)
Physical Education & Recreation	R. P. Heron (reappointment)
Science	H. L. Abbott, Mathematics E. L. Jackson, Geography (Alt: N.R.M. Seifried)

2.2 Membership on Faculty Committees
Membership on Faculty committees was reviewed in light of leaves and the expiration of terms of office, and a number of new and replacement appointments were made (see attachment re: current memberships on standing and existing *ad hoc* committees). At its August 1977 meeting Council will be asked to ratify these appointments, and to approve slates for election to the Salaries and Promotion and Tenure Committees.

3. Proposed Staff Agreement Changes re: Tenure Committees
Comment was solicited by Deans' Council regarding a proposed modification in the makeup of Tenure Committees whereby one of the two Faculty members-at-large would be replaced by a staff member from outside a given Faculty, the latter to be selected by the Vice-President. The Executive expressed support for the proposal, on the grounds that an external member would contribute a different perspective.

4. Minutes of Arts Faculty Council Meetings of May 13 and 17, 1977
In accord with procedures adopted by the Faculty in October 1972, the Executive considered and approved the Minutes of the May 1977 Council meetings.

ARTS FACULTY STANDING COMMITTEE MEMBERSHIPS, 1977-78

Academic Planning Committee

B. R. Abu-Laban, Associate Dean
R. A. Davey, Art and Design
R. R. Hett, History
R. E. McKown, Pol. Sc. (Chairman)
J. O. Orrell, English
B. G. Rule, Psychology
G. Schaarschmidt, Slavic Languages

Academic Standing Committee

S. M. Abu-Laban, Sociology
M. Forsyth, Music
M. Jendyk, Drama
R. J. Middleditch, Student Pgm. Office
P. A. Runquist, Psychology (Chairman)

Admissions and Matriculation Requirements Committee

B. Bentz, Art and Design
W. A. Blanchard, Associate Dean
J. J. Delehanty, Economics
B. L. Rochet, Romance Languages
R. A. Silverman, Sociology
M. D. Wilkie, English (Chairman)

Canadian Studies Committee

R. C. Bonvalet, Romance Languages
F. F. Bueckert, Drama
G. Cadrin, CUSJ
G. Dacks, Political Science
J. A. Eagle, History
R. T. Harrison, English
(Curriculum Committee rep.)
M. R. Lupul, Ed. Foundations
R. J. Middleditch, Student Pgm. Office
J. M. Nelson, English
R. A. Pendergast, Economics
P. A. Robberecht, Comp. Lit. (Chairman)
N. R. M. Seifried, Geography
E. L. Snider, Sociology

Note: The membership of this Committee has been expanded to include representation from the Dept. of Geography and the College Universitaire St. Jean

Counselling Committee

J. W. Bilsland, English (Chairman)
W. A. Blanchard, Associate Dean
R. A. Davis, Student Counselling
J. A. Forbes, Art and Design
P. Runquist, Psychology
V. A. Stobee, Student Pgm. Office

Student members: M. Crawford, A. David, and K. Greenaway

Course and Calendar Change Committee

M. F. Bauer, Economics
A. A. Carlson, Philosophy
R. J. Middleditch, Student Pgm. Office
E. Reinhold, Asst. Dean (Chairman)
G. S. Peacock, Art and Design
P. Swartz, Psychology

Curriculum Committee

W. A. Blanchard, Associate Dean
N. E. Bonvalet, Romance Languages
K. L. Gupta, Economics
R. T. Harrison, English
L. E. Larson, Sociology
M. Prokop, Germanic Languages
M. Sasonkin, Music
R. A. Shiner, Philosophy (Chairman)

East Asian Studies Committee

C. Caldarola, Sociology
H. W. Cummins, Political Science
B. L. Evans, History
J. A. Forbes, Art and Design
H. J. Jones, History (Chairman)
M. Waida, Religious Studies
1 appointment pending

Election Procedures Committee

D. E. Bessai, English
L. H. Craig, Political Science
F. A. de Luna, History (Chairman)
G. E. Lincoln, Music
D. E. Young, Anthropology

Executive Committee

Dean R. G. Baldwin (Chairman)
J. W. Bilsland, English
W. D. Gainer, Economics
H. Kreisel, Comparative Literature
R. C. Macleod, History
B. G. Rule, Psychology
J. A. Sybesma-Ironside, Art and Design

Film Committee

S. H. Arnold, Comp. Lit. (Chairman)
A. A. Carlson, Philosophy
P. Darrah, Art and Design
J. M. Duciaume, Romance Languages
R. Hoffpauir, English
E. P. Murray, Political Science
G. B. Peacock, Drama

Honors Committee

M. F. Bauer, Economics
R. J. Buck, Classics
A. A. Carlson, Philosophy
C. K. A. Colter, Romance Languages
A. R. Dobbs, Psychology
J. A. Forbes, Art and Design
B. L. Harris, Music
K. T. Holden, Slavic Languages
F. G. Hulmes, Political Science
R. C. Macleod, History
M. L. Marckworth, Linguistics (Chairman)
J. M. Nelson, English
K. D. Prithipaul, Religious Studies
E. Reinhold, Assistant Dean
P. A. Robberecht, Comparative Lit.
A. Scott-Prelorentzos, Germanic Lang.
R. A. Silverman, Sociology
S. I. Smith, Geography
S. J. C. Williams, Drama
M. M. Young, Anthropology

Library Committee

T. N. Ballin, Classics
A. L. Bryan, Anthropology
J. Guthrie, Comparative Literature
R. Hoffpauir, English
K. T. Holden, Slavic Languages
D. A. Jackel, English (Chairman)
M. Kalinowsky, Romance Languages
M. L. Kosinski, Art and Design
H. Liebel-Weckowicz, History
J. K. Masson, Political Science
W. W. McVey, Sociology
K. D. Prithipaul, Religious Studies
W. C. Riddell, Economics
W. Schneiderman, Psychology
M. Sharma, Library
W. D. Sharp, Philosophy
R. Whitinger, Germanic Lang.
J. Whittle, Music
S. J. C. Williams, Drama

Rehearing Committee (Faculty Panel)

H. B. Barclay, Anthropology
L. H. Craig, Political Science
F. A. de Luna, History
M. V. Dimic, Comparative Literature
W. Eastman, Philosophy
J. Moore, Art and Design
A. M. Small, Classics
M. D. Wilkie, English

Salaries and Promotions Committee

Continuing Members
E. Egert, Germanic Languages
A. M. Munn, Music

Executive Nominations for Election to 3 Vacant Seats
A. Buse, Economics
R. Gruhn-Bryan, Anthropology
C. W. Hobart, Sociology
J. O. Orrell, English
S. M. M. Qureshi, Political Science
I. L. Rudnytsky, History

Tenure Committee (Faculty Panel)

Continuing Members
J. A. Lejnieks, Political Science
H. T. Lewis, Anthropology
T. Rolston, Music
J. R. Wilson, Classics

Executive Nominations for Election to 4 Vacant Seats (2 from the Fine Arts/Humanities and 2 from the Social Sciences)
L. W. Conolly, English
R. J. E. d'Alquen, Germanic Languages
I. McGilp, Philosophy
M. Sabatini, Romance Languages
G. Dacks, Political Science
J. C. Hackler, Sociology
G. A. Rothrock, History
P. F. Zelhart, Psychology

Note: i) The Exec. received and accepted the joint recommendation of the Library Committee and the Canadian Studies Committee that at this point in time the latter be represented on the AFLC by a non-voting member (the name to be submitted).

ii) Faculty legislation stipulates that the students elected to Arts Council shall constitute the nominating body for student membership on a majority of standing committees, and that these nominations are to be submitted to the October meeting of Council.

ad hoc Committee on Advance Registration

E. Egert, Germanic Languages (Chairman)
A. David, student member
R. J. S. Grant, English
J. Moore, Art and Design
L. P. Morgan, Associate Registrar
R. A. Silverman, Sociology
V. A. Stobee, Student Program Office

30/8/77

FACULTY OF ARTS EXECUTIVE COMMITTEE REPORT: AUGUST 1977

1. Student Appeals

   1.1 Names Withheld

   These two students sought exemption from the regulation which stipulates that a Category C student will be required to withdraw from the Faculty and that normally a year must elapse before readmission will be considered. Having examined the students' 1976-77 records and found both performances to be extremely unsatisfactory, the Executive did not feel that their request for immediate reenrolment in the B.A. program could be supported.

   Appeals denied.

   1.2 Margaret I. Moore

   Mrs. Moore, who has recently married and moved to Calgary, requested permission to complete the remaining 6 courses in her B.A. (General) program as a Visiting Student at the University of Calgary. The thrust of the appeal was to permit 10½ courses to be taken off campus, Mrs. Moore having previously been granted 4½ advance credits for work completed at Mount Royal College and the University of Manitoba. The Executive decided that a total of 4½ courses taken within the Faculty of Arts, during the second year of the program, constituted an insufficient basis for the awarding of a University of Alberta degree. In any event, it was noted that an alternative is open to Mrs. Moore: she can transfer into the 4-year program at the University of Calgary and can presumably have her U. of A. credits applied to that degree.

   Appeal denied.

2. Procedures for Nominating and Electing Representatives to GFC [ref. item 5, AEC, 12/4/77]

   The Executive was asked by Council to consider whether the existing Faculty procedures are meeting the need for nominations to GFC (these procedures having failed to produce a full slate of candidates for the Spring 1977 election). In response to this referral the Executive will recommend to Council on August 30:

   i) that the Executive Committee serve as the nominating body for elections to GFC (as it does for a majority of Faculty standing committees);

   ii) that in drawing up the election slate the Executive canvass the eligible departments for suggestions (i.e. those departments not already represented, or ceasing to be represented, on GFC);

   iii) that henceforth retiring representatives be eligible to stand for reelection to a second term on GFC;

   iv) that these elections continue to be determined by Faculty-wide ballot; no department to fill more than one of the thirteen Arts seats on GFC at any given time.

3. Reexamination of Rehearing Committee Election Principles

   On October 26, 1976, Council adopted the Executive's recommendations for a Faculty of Arts Rehearing Committee structure. The legislation stipulates, in part:

1. The Faculty shall elect eight members to constitute a panel on which the Dean can draw for two Faculty representatives to serve on a given Rehearing Committee; on the panel there shall be four from the Fine Arts/Humanities and four from the Social Sciences, one from each group to be selected for service on a given committee (more or less in rotation, but to the exclusion of panelists from the appellant's department, and with some reference to academic interests and availability), the panelists not to be members of FSPC or the Faculty tenure panel; no more than one from a given department shall be elected; nominations in the first instance shall be made by the Executive Committee, with provisions for additions by Council or Executive Council; the terms of panelists shall be two years, and election shall take place in the fall of the year.

2. Departmental representatives on a Rehearing Committee, three in number, shall normally be elected at the time of departmental elections to tenure committees, for two-year terms; tenure representatives shall not be eligible for election to the Rehearing Committee; an alternate shall also be elected, to provide for the possibility of appeal by a representative.

In practice, the foregoing regulations have proven to be unnecessarily restrictive, and the Executive will therefore recommend to Council on August 30 that they be modified as follows:

re: #1

Change the parenthetical statement to read (changes underlined): "more or less in rotation, but to the exclusion of panelists from the appellant's department and panelists who have served on a tenure committee for the appellant, and with some reference to academic interests and availability."

Delete: "or the Faculty tenure panel."

re: #2

Delete: "tenure representatives shall not be eligible for election to the Rehearing Committee."

Add as the final sentence: "Any departmental tenure representative elected to the Rehearing Committee shall be replaced by an alternate or through by-election (whichever suits the particular circumstances) in order to hear tenure appeals from the representative's own department."

> Note: The thrust of the proposed modifications is to permit nomination to and election from a wider slate of candidates, but nevertheless to ensure that no member of a given Rehearing Committee will have served on the original hearing.

ADDENDUM TO THE REPORT OF THE COURSE AND CALENDAR CHANGE COMMITTEE

ART AND DESIGN: New Courses

p.2 ART H 308. This course has been withdrawn by the Department.
p.4 ART H 608. Change title to read: Special Topics III.
ART H 658. Change title to read: Special Topics IV.
ART H 659. Change weight, term and hours to read: *6 (2-0).

p.9 DRAMA

43.7.1 HONORS IN DRAMA

The substitution should now read as follows: For promotion in each year and Honors graduation, a minimum grade point average of 6.5 must be maintained in all courses. Additionally a minimum grade point average of 7.0 must be maintained in the following courses: Drama 200, 300, 401, 402, 403, 405, 500, 505, 601. The student is also required to take an approved junior laboratory science course.

43.26.3 SPECIALIZATION IN DESIGN

This proposal was referred to the Curriculum Committee because it conflicts with the Faculty's regulations concerning extra-Faculty options, specifically that such options may not be used for credit towards a subject of concentration. The Curriculum Committee's recommendation is as follows:

> We have considered the proposal and in essence support it. We have been informed by the Department of Drama that the rationale for the request is the difficulty felt from time to time by the Design section of the Department in staffing Drama 375 from its present resources. The Department considers the two ClTx courses to be acceptable substitutes; if it had this alternative option available, it could deploy its teaching resources in what it feels would be a more satisfactory manner. This seems to us a sound academic reason for the proposal. The Committee notes also that it is a change for a Department of this Faculty to be able to make use of the offerings from another Faculty; the service obligation is more usually held to lie in the other direction.
>
> The one amendment we would wish to see made to the original proposal is purely editorial. We feel that a note should be added stating explicitly that students with credit in ClTx 304 and 403 will not be allowed to register for Drama 375.

p.10 ENGLISH

New Course: ENGL 385. The Bible as Literature.

This course is submitted without a recommendation from the Course and Calendar Change Committee, due to an unresolved conflict between the Departments of English and Comparative Literature.

Additional Course Changes: Honors Seminars & Directed Reading Courses

ENGL 501. Change number to 301.
ENGL 505. Change number to 302.
ENGL 502. Change number to 401.
ENGL 506. Change number to 402.

p.12 HISTORY

Additional Course Change: HIST 464. Comparative Settlement Frontiers.

Change number to 465.

30/8/77

REPORT OF THE COURSE AND CALENDAR CHANGE COMMITTEE, AUGUST 1977

The following material has been examined by the Committee, and is recommended for Council's approval and inclusion in the 1978-79 Calendar. (Note: Where specified, it is proposed that some of the new courses and course changes be implemented in 1977-78.)

1. ANTHROPOLOGY

A. New Courses

ANTHR 425. Anthropology of Work and Production. *3 (either term, 3-0). The organization of work and production, with some emphasis on the effects of development on subsistence economies. Prerequisite: ANTHR 202 or 307, or consent of the Department.

ANTHR 445. Circumpolar Prehistory. *3 (either term, 3-0). A critical examination of archaeological method and theory applied to the circumpolar regions. Prerequisites: ANTHR 346, one other course in Anthropology, or consent of the Department.

ANTHR 446. Circumpolar Ethnology. *3 (either term, 3-0). A critical examination of anthropological models applied to traditional societies in the circumpolar regions. Prerequisites: ANTHR 346, one other course in Anthropology, or consent of the Department.

B. Course Changes

ANTHR 202. Correct note to read: Not open to students with credit in ANTHR 306 or 307.

ANTHR 424. Change description to read: An introduction to the literature and controversies within the field, with special emphasis on systems of exchange. Delete note: Formerly. . . .

ANTHR 480. Change hours to read: 3-0.

ANTHR 498. Change hours to read: 3-0. Change description to read: Lectures on the use of ecological, geological, and cultural data for the reconstruction and analysis of the role of humans in a prehistoric ecosystem.

ANTHR 399, 484, 485, 486, 487, 489, 490, 496, 499, 501, 502, 503, 504, 505, 507, 508, 510, 515, 516, 525, 530, 535, 537, 540, 541, 542, 544, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 590, 591, 592, 595, 598, 599, 616, 617, 618, 619, 620, 621, 622, 623, 624, and 625. Change the designation of these courses from lecture to seminar (addition of the letter "s" immediately following the first digit of the weekly hours).

2. ART AND DESIGN

A. New Courses

ART H 201. Introduction to the History of Art I. *3 (First Term, 3-0). Introduction to European Art from the Middle Ages to the 17th Century by analysis of selected works and movements. Note: Formerly part of ART 200.

ART H 202. Introduction to the History of Art II. *3 (Second Term, 3-0). Introduction to the art of the 17th, 18th, 19th and 20th Centuries by analysis of selected works and movements. Note: Formerly part of ART 200.

ART H 250. Survey of Western Art I. *3 (First Term, 3-0). A survey of Western Art to the end of the Middle Ages. Note: Formerly part of ART 200.

ART AND DESIGN

New Courses (cont.)

ART H 251. Survey of Western Art II. *3 (Second Term, 3-0). A survey of Western Art from the beginning of the Renaissance to the present day. Note: Formerly part of ART 200.

ART H 300. East Asian Art I. *3 (First Term, 3-0). The history of the art, architecture and applied arts of China from Shang to Sung. Note: Formerly part of ART 303.

ART H 301. Medieval Art I. *3 (First Term, 3-0). The history of the art, architecture and applied arts of the early Middle Ages (4th to 11th Centuries) in Europe. Note: Formerly part of ART 301.

ART H 302. Renaissance Art I. *3 (First Term, 3-0). The history of the art, architecture and applied arts of the 15th Century in Europe. Note: Formerly part of ART 302.

ART H 303. Art in the 17th Century. *3 (First Term, 3-0). The history of the art, architecture and applied arts of the early Baroque in Europe. Note: Formerly part of ART 402.

ART H 304. Canadian Art I. *3 (First Term, 3-0). The history of painting, sculpture and architecture from the 17th Century to the end of the 19th Century in Canada. Note: Formerly part of ART 304.

ART H 305. 19th Century Art I. *3 (First Term, 3-0). The history of the art, architecture and applied arts of the first half of the 19th Century in Europe. Note: Formerly part of ART 400.

ART H 306. 20th Century Art I. *3 (First Term, 3-0). The history of the art, architecture and applied arts of the first half of the 20th Century. Note: Formerly part of ART 401.

ART H 307. History of Design I. *3 (First Term, 3-0). The history of the design and ornamentation of useful objects in the Western European tradition up to the industrial revolution. Note: Formerly part of ART 309

ART H 308. Special Topics. *6 (3-0). A field study course on topics related to the Department's regular course offerings. Normally, the course will be conducted entirely off campus. Prerequisite: Consent of the Department.

Note: The Calendar Committee has asked the Department of Art and Design to provide further information about ART H 308.

ART H 350. East Asian Art II. *3 (Second Term, 3-0). The history of the art, architecture and applied arts of Japan from archaic times to Edo. Note: Formerly part of ART 303.

ART H 351. Medieval Art II. *3 (Second Term, 3-0). The history of the art, architecture and applied arts of the later Middle Ages (11th to 15th Centuries) in Europe. Note: Formerly part of ART 301.

ART H 352. Renaissance Art II. *3 (Second Term, 3-0). The history of the art, architecture and applied arts of the 16th Century in Europe. Note: Formerly part of ART 302.

ART H 353. Art in the 18th Century. *3 (Second Term, 3-0). The history of the art, architecture and applied arts of the later Baroque and Rococo in Europe. Note: Formerly part of ART 402.

ART H 354. Canadian Art II. *3 (Second Term, 3-0). The history of painting, sculpture and architecture of the 20th Century in Canada. Note: Formerly part of ART 304.

ART AND DESIGN

New Courses (cont.)

ART H 355. 19th Century Art II. *3 (Second Term, 3-0). The history of the art, architecture and applied arts of the second half of the 19th Century in Europe. Note: Formerly part of ART 400.

ART H 356. 20th Century Art II. *3 (Second Term, 3-0). The history of the art, architecture and applied arts of the second half of the 20th Century. Note: Formerly part of ART 401.

ART H 357. History of Design II. *3 (Second Term, 3-0). The history of the design and ornamentation of useful objects since the industrial revolution. Note: Formerly part of ART 309.

ART H 404. Aspects of Early Canadian Art. *3 (First Term, 3s-0). Prerequisite: ART H 304 or consent of the Department. Note: Formerly part of ART 404/406.

ART H 405. Aspects of Art from the First Half of the 19th Century. *3 (First Term, 3s-0). Neo-Classicism, Romanticism, Realism, Pre-Raphaelitism, etc. Prerequisite: ART H 305 or consent of the Department. Note: Formerly part of ART 406.

ART H 406. Aspects of Art from the Beginning of the 20th Century. *3 (First Term, 3s-0). Cubism, Constructivism, Suprematism, Surrealism, Dada, etc. Prerequisite: ART H 306 or consent of the Department. Note: Formerly part of ART 406.

ART H 407. Aspects of Design in the 19th Century. *3 (First Term, 3s-0). Theories of Design, Functionalism and Ornament, The Arts and Crafts Movement, Design and Mechanization, etc. Prerequisite: ART H 307 or consent of the Department. Note: Formerly part of ART 409.

ART H 408. Special Topics I. *3 (either term, 2s-0). Topics other than those listed in 400 level courses. Prerequisite: Consent of the Department. Note: Formerly part of ART 403/404/405.

ART H 409. Bibliography and Methods. *3 (either term, 3s-0). Research techniques used in the History of Art and Design. Prerequisite: Consent of the Department. Note: Formerly part of ART 409.

ART H 450. Aspects of Museology. *3 (either term, 3-0). Discussion and practical study of museum operation from the point of view of the art historian and curator, including care, preservation and display of works of art. Prerequisite: 2 senior ART H courses and consent of the Department. Note: Formerly part of ART 407.

ART H 454. Aspects of 20th Century Canadian Art. *3 (Second Term, 3s-0). Regionalism, Landscape, Abstractionism. Prerequisite: ART H 354 or consent of the Department. Note: Formerly part of ART 406.

ART H 455. Aspects of Art from the Second Half of the 19th Century. *3 (Second Term, 3s-0). Impressionism, Neo-Impressionism, Symbolism, Art Nouveau, etc. Prerequisite: ART H 355 or consent of the Department. Note: Formerly part of ART 406.

ART H 456. Aspects of Art from the Second Half of the 20th Century. *3 (Second Term, 3s-0). Abstract Expressionism, Pop Art, Kinetic Art, Conceptual Art, Color Field painting, etc. Prerequisite: ART H 356 or consent of the Department. Note: Formerly part of ART 406.

ART H 457. Aspects of Design in the 20th Century. *3 (Second Term, 3s-0). Machine Aesthetics, Art Nouveau, etc. Prerequisite: ART H 357 or consent of the Department. Note: Formerly part of ART 406.

ART AND DESIGN

New Courses (cont.)

ART H 505. Topics in Art from the First Half of the 19th Century. *3 (First Term, 2s-0). Intended for advanced Honors students. Prerequisite: Consent of the Department. Note: Formerly part of ART 509.

ART H 506. Topics in Art from the First Half of the 20th Century. *3 (First Term, 2s-0). Intended for advanced Honors students. Prerequisite: Consent of the Department. Note: Formerly part of ART 500/502.

ART H 507. Topics in 19th Century Design. *3 (First Term, 2s-0). Intended for advanced Honors students. Prerequisite: Consent of the Department. Note: Formerly part of ART 500/509.

ART H 508. Special Topics II. *3 (either term, 2s-0). Topics other than those listed in 500 level courses. Prerequisite: Consent of the Department. Note: Formerly part of ART 309/409/509.

ART H 555. Topics in Art from the Second Half of the 19th Century. *3 (Second Term, 2s-0). Intended for advanced Honors students. Prerequisite: Consent of the Department. Note: Formerly part of ART 500.

ART H 556. Topics in Art from the Second Half of the 20th Century. *3 (Second Term, 2s-0). Intended for advanced Honors students. Prerequisite: Consent of the Department. Note: Formerly part of ART 500/502.

ART H 557. Topics in 20th Century Design. *3 (Second Term, 2s-0). Intended for advanced Honors students. Prerequisite: Consent of the Department. Note: Formerly part of ART 500/509.

ART H 605. Studies in 19th Century Art I. *3 (either term, 2s-0). Note: Formerly part of ART 602.

ART H 606. Studies in 20th Century Art I. *3 (either term, 2s-0). Note: Formerly part of ART 602.

ART H 607. Studies in Design I. *3 (either term, 2s-0). Note: Formerly part of ART 602.

ART H 608. Special Topics I. *3 (either term, 2s-0). Note: Formerly part of ART 602.

ART H 609. Topics in Iconography. *3 (either term, 2s-0).

ART H 655. Studies in 19th Century Art II. *3 (either term, 2s-0). Note: Formerly part of ART 602.

ART H 656. Studies in 20th Century Art II. *3 (either term, 2s-0). Note: Formerly part of ART 602.

ART H 657. Studies in Design II. *3 (either term, 2s-0). Note: Formerly part of ART 602.

ART H 658. Special Topics II. *3 (either term, 2s-0). Note: Formerly part of ART 602.

ART H 659. Directed Readings in Art and Design. *3 (either term, 2s-0). Note: Formerly part of ART 602.

ART AND DESIGN

B. Course Changes

44.4.1 Change heading to read: JUNIOR COURSES IN THE HISTORY OF ART AND DESIGN.

List all 200 level Art History courses under the above heading.

Change the designation of the Art History courses from ART to ART H.

44.4.2 Change heading to read: JUNIOR COURSES IN STUDIO.

ART 240. Change weight from *4 to *3

44.4.3 Change heading to read: SENIOR COURSES IN THE HISTORY OF ART AND DESIGN.

List all 300, 400 and 500 level Art History courses under this heading.

Change the designation of the Art History courses from ART to ART H.

ART H 459. Change weight from *6 to *3.
Change term to read: either term.
Add description: A directed reading course designed to satisfy special needs of advanced Honors students and others, not otherwise met by annual course offerings.

ART H 503. Delete from course title: Aspects of. Substitute: Topics in.
Change term & hours to read: either term, 2s-0.
Change description to read: Iconographical themes used in the art of the 15th to the 19th Centuries.
Add note: For Art History Honors students, and others with consent of the Department.

ART H 504. Change number to read: 558.

ART H 559. Change weight from *6 to *3.
Change term to read: either term.
Add description: A directed reading course designed to satisfy special needs of advanced Honors students and others, not otherwise met by annual course offerings.

44.4.4 Change heading to read: SENIOR COURSES IN STUDIO.

ART 312/322/362/372/392. Change prerequisite to read: ART 231 or 232, and consent of the Department.

ART 340. Change weight from *4 to *3. Change hours to read: 0-3.

ART 368. Change term to read: First Term.
Change prerequisite as noted under ART 312 above.

44.4.5 Change heading to read: GRADUATE COURSES IN THE HISTORY OF ART AND DESIGN.

List all 600 level Art History courses under this heading.

Change the designation of the Art History courses from ART to ART H.

44.4.6 Insert new section headed: GRADUATE COURSES IN STUDIO.

List all 600-level studio courses under this heading.

ART AND DESIGN

C. Course Cancellations

ART 200. Introduction to the History of Art.
ART 301. History of European Art, from the Third to the Thirteenth Century A.D.
ART 302. History of European Art, from the Twelfth to the Sixteenth Century A.D.
ART 303. Oriental Art.
ART 304. Canadian Art.
ART 309. Seminar in the History of Art and Design.
ART 400. History of Nineteenth Century Art.
ART 401. History of Twentieth Century Art.
ART 402. The Seventeenth and Eighteenth Centuries.
ART 403. Aspects of the Renaissance.
ART 404. Aspects of the Baroque.
ART 405. Aspects of Medieval Art.
ART 406. Aspects of 19th and 20th Century Art.
ART 407. Aspects of Museology.
ART 409. Seminar in the History of Art and Design.
ART 500. Seminar in the History of Art and Design.
ART 502. Introduction to the Honors Essay.
ART 509. Seminar in the History of Art and Design.

D. Program Changes

43.3.1 HONORS IN THE HISTORY OF ART AND DESIGN
Revise statement to read:

First year: English 200 or equivalent; a language other than English (usually French, German, or Italian); a junior laboratory science course; ART H 201/202; ART 231 or one approved full course equivalent Arts or Science option.

Second year: A language other than English (usually French, German, or Italian); ART H 305/355, 306/356, and ART H 304/354 or 307/357; one approved full course equivalent Arts or Science option.

Third year: ART H 459 or an approved equivalent; two approved full course equivalent ART H options from the 400 and 300 levels; two approved full course equivalent senior Arts or Science options.

Fourth year: ART H 559; two approved full course equivalent ART H options chosen from the 500 and 400 levels; two senior full course equivalent Arts or Science options of which one may be a further senior course in the History of Art and Design.

43.25 The Degree of B.F.A. in Art and Design

First year. Delete: ART 200. Substitute: ART H 201/202.

Second year: Delete: A senior Art History course. Substitute: One full course equivalent chosen from ART H courses at the 400 or 300 levels.

Fourth year: Delete: ART 500. Substitute: One full course equivalent chosen from ART H courses at the 500 or 400 levels.

Insert after (2)(e) the following statement of residence requirements:

(3)(a) A student proceeding towards the B.F.A. Art and Design degree must have credit in at least ten full-session or equivalent University of Alberta courses.

ART AND DESIGN

Program Changes (cont.)

(b) When enrolled in the B.F.A. Art and Design program, the student shall normally take a full course load as specified by the program during each regular academic year. The Department may recommend to the Dean exemption from this regulation.

(c) The final year of the program must be taken in one regular academic year in attendance at the University of Alberta campus. The Department may recommend to the Dean exemption from this regulation.

3. CANADIAN STUDIES

Program Change

43.1.6 THE DEGREE OF B.A. (CANADIAN STUDIES)

Insert as new paragraph two:

Up to one full extra-Faculty course or equivalent may be permitted to count towards the Canadian Content part of the requirements for the B.A. in Canadian Studies, provided that the course is on the list of Canadian Content courses approved by the Canadian Studies Committee.

4. CLASSICS

A. New Course

CLASS 375. History of Medicine in the Ancient World. *3 (either term, 3-0). A survey of medical science from Prehistoric times through Egyptian, Mesopotamian, Greek and Roman times to the end of the Roman Empire.

B. Course Changes

Add restrictive notes:

CLASS 201: May not be taken concurrently with or subsequent to CLASS 359-362.

CLASS 230: May not be taken concurrently with or subsequent to CLASS 363-64.

CLASS 231: May not be taken concurrently with or subsequent to CLASS 365-66 and 371-72.

CLASS 260: May not be taken concurrently with or subsequent to GREEK 100 or LATIN 100.

5. COMPARATIVE LITERATURE

A. New Courses

C LIT 371. Introduction to the Comparative Study of Canadian Poetry. *3 (either term, 3-0). A systematic introduction to the poetry of Canadian literatures, chiefly French and English, examined on a comparative basis within an international framework. Prerequisites: C LIT 200 or 300 or English 200 or equivalent; reading knowledge of French. Note: Formerly part of C LIT 370.

C LIT 372. Introduction to the Comparative Study of Canadian Prose. *3 (either term, 3-0). A systematic introduction to narrative and other forms of prose of Canadian literatures, chiefly French and English, examined on a comparative basis within an international framework. Prerequisites: C LIT 200 or 300 or English 200 or equivalent; reading knowledge of French. Note: Formerly part of C LIT 370.

COMPARATIVE LITERATURE

New Courses (cont.)

C LIT 471. Advanced Studies in Canadian Literatures. *6 (3-0). The study of problems in Canadian literatures involving material from more than one literature. Prerequisites: C LIT 200 or 300 or English 200 or equivalent; reading knowledge of one relevant language other than English.

B. Course Cancellation

C LIT 370. Introduction to the Comparative Study of Canadian Literature.

C. Program Change

43.6.1 HONORS IN COMPARATIVE LITERATURE

Item (1), line 7. Add "junior" before "laboratory science" and delete "or mathematics."

Item (2), line 9. Make the same change as noted above.

Item (3). Add the following sentence at the end of the paragraph: Note that the Faculty requirement of a junior laboratory science course must be met.

6. DRAMA

A. New Courses

DRAMA 245. Introduction to and Development of Oral Communication. *6 (4L). Exercises in voice and speech improvement and exploration of various techniques of oral communication. Note: Not open to students with credit in DRAMA 243, DRAMA 341, and former DRAMA 343.

DRAMA 325. Theatre for Young Audiences. *3 (either term, 4L). Improvisation as it relates to Theatre for Young Audiences. Prerequisite: DRAMA 250, 251, or 252. Note: Formerly part of DRAMA 321.

DRAMA 372. Production Techniques - Scenery. *6 (6L). Prerequisite: Consent of the Department. Note: Formerly DRAMA 474.

DRAMA 472. Production Techniques - Costume. *6 (6L). Prerequisite: Consent of the Department. Note: Formerly DRAMA 373/374.

DRAMA 616. Research in Canadian Drama. *6 (3-0). Note: Formerly part of DRAMA 606.

DRAMA 672. Design for Directors. *6 (4L). Corequisite: DRAMA 660, 661, 680 or 681. Note: Restricted to M.F.A. (Drama) students.

B. Course Changes

44.9.1 JUNIOR COURSES

Delete introductory note: Students. . .DRAMA 251.

DRAMA 243. Add note: Restricted to B.A. and B.Ed. Drama Majors. Note: Not open to students with credit in DRAMA 245.

DRAMA 321. Change title to read: The Creative Process of Drama. Change description to read: Practical and theoretical approach to the development of human resources through the creative process of drama.

DRAMA 323. Change prerequisite to read: DRAMA 321 or DRAMA 325, and/or consent of the Department.

DRAMA 341. Change prerequisite to read: DRAMA 243 or DRAMA 245, or consent of the Department.

DRAMA

Course Changes (cont.)

DRAMA 352. Change hours to read: 4L.

DRAMA 357. Change prerequisite to read: DRAMA 353 and consent of the Department.

DRAMA 393. Delete: either term. Change hours to read: 0-2. Add note: A single-term course offered over the full session.

C. Course Cancellations

DRAMA 343. Oral Communication.
DRAMA 374. Production Techniques - Costume.
DRAMA 474. Production Techniques - Scenery.
DRAMA 606. Research in Canadian Theatre.

D. Program Changes

43.7.1 HONORS IN DRAMA

Delete the following statement: For promotion from year to year and graduation with Honors, a minimum G.P.A. of 7.0 in all Drama courses must be maintained.

Substitute: For promotion in each year and Honors graduation, a minimum grade point average of 7.0 in specified Drama courses must be maintained.

Note: The Department has been asked to specify the core courses.

43.26.1 GENERAL INFORMATION

Revise item (2)(e) to read: A student must complete the first and final years in full attendance at the University of Alberta. The final year must be taken in one regular academic year. The Department may recommend to the Dean exemption from this regulation.

43.26.3 SPECIALIZATION IN DESIGN

Change the second and third year requirements to read:

Second year: Drama 300, 353, 370, 372, 375 OR ClTx 403 and ClTx 304, Drama 395; an approved non-Drama Arts or Science option.

Third year: Drama 383, 385, 401 or 402, 470, 472, 493, 351 or 551; an approved Art option.

Note: The matter of the extra-Faculty option has been referred to the Curriculum Committee for comment.

7. ECONOMICS

A. New Courses

ECON 308. American Economic Development I. *3 (First Term, 3-0). A survey to the end of the 19th Century with emphasis on industrial development and related government policies. Prerequisite: ECON 201/202, or 304, or 306/307.

ECON 309. American Economic Development II. *3 (Second Term, 3-0). Analysis of American economic development in the 20th Century to present. Prerequisite: ECON 308.

ECON 310. Japanese Economic Development. *3 (either term, 3-0). An analytical survey of economic factors leading to Japan's present position in world trade. Prerequisite: ECON 201/202, or 304, or 306/307.

ECONOMICS

New Courses (cont.)

ECON 311. Middle East Economic Development. *3 (either term, 3-0). The economic development of the Middle East since the Islamic period. Prerequisite: ECON 201/202, or 304, or 306/307.

ECON 315. Eastern European Economic Development. *3 (either term, 3-0). A survey of the economies of Eastern Europe, particularly members of the Council of Economic Mutual Assistance (COMECON) as well as Yugoslavia and Albania. Prerequisite: ECON 201/202, or 304, or 306/307.

B. Program Change

43.9.1 HONORS IN ECONOMICS

Following NOTE B, add: NOTE C. Those students who take Statistics 255 will have met the Faculty requirement for a junior laboratory science course.

8. ENGLISH

A. New Course

ENGL 385. The Bible as Literature. *6 (3-0). A literary study of selections from the Old and New Testaments in the King James Version.

B. Course Changes

ENGL 503. Change number to 497.
ENGL 507. Change number to 498.
ENGL 504. Change number to 499. Change the beginning of the course description to read: In the third year of the program the Honors English student. . . .

C. Program Change

43.10.1 Delete the first two paragraphs: Students wishing. . . .second language.

Substitute:

There is no specific first year Honors in English. However, students planning to enter the second year of the program should consult the Chairman of the Department Honors Committee before registering for their first year to plan their program according to the following model:

English 200 or English 260 and 265 (or one full-session course, or two single-term courses, in English at the 200-level); French 200 or French 205 and 206 or French 230; or French Canadian 200, or Latin 100 or German 200 or Italian 100 or, with permission, another language; an approved Philosophy or History course; an approved junior laboratory science course; an approved option, which may be a second language. Students deciding during or at the end of the first year to undertake Honors in English must consult the Chairman of the Honors Committee at the earliest possible moment in order to ascertain that their first-year courses provide an adequate basis, or to discuss what extra work should be taken to rectify the situation. The normal requirements for the program are set out below. Variations in the program (including directed reading courses) need the permission of the Department Honors Chairman.

9. GEOGRAPHY

A. Course Changes

GEOG 424. Delete the final sentence of the course listing. Add prerequisite: GEOG 364.

GEOG 446. Change term to read: First Term. Change description to read: Regional survey of northern development, human and economic characteristics and problems in Alaska, northern Canada, Greenland and Scandinavia.

GEOG 460. Delete from the title the letter "s." Change description to read: Causes and attempted remedies for regional problems; growth poles and centres; the regional planning process; disadvantaged regions in Canada and other countries.

GEOG 481. Change term to read: Second Term.

GEOG 489. Change prerequisite to read: GEOG 488 or its equivalent.

GEOG 523. Change term to read: First Term.

GEOG 560. Change hours to read: 3s-0.

GEOG 690. Change title to read: Geographic Thought.

GEOG 344, 354, 360, 370, 381, 382, 440, 442, 443, 444, 445, 446, 447, 449, 450, 470, 481, 482, 488, 498, 555, 581, 582, 588, 589. Delete note: Formerly part of. . . .

B. Course Cancellations

GEOG 452. Cultural Geography.
GEOG 455. The Location of Agricultural Production.
GEOG 525. Field School in Geography.
GEOG 540. Seminar on the Economic and Human Geography of the Soviet Union.
GEOG 557. Advanced Agricultural Geography.
GEOG 562. The Geography of Industrial Location.

10. GERMANIC LANGUAGES

A. New Courses

GERM 102. Reading German for Beginners. *6 (3-1). Designed to develop skill in written and spoken German, with strong emphasis on reading and listening comprehension. Note: Not open to students with credit in GERM 30, GERM 100, or GERM 101.

GERM 202. Intermediate German. *6 (3-0). Designed to improve skill in reading and listening comprehension. Texts will exemplify German contributions to European intellectual life. Prerequisite: GERM 30, GERM 100, 101, 102, or the equivalent.

GERM 497. Special Topics in Germanic Linguistics and Philology. *3 (either term, 3-0) or *6 (3-0).

GERM 498. Special Topics in German Literature. *3 (either term, 3-0) or *6 (3-0).

SCAND 400. Advanced Norwegian Grammar and Stylistics. *6 (3-0). Theoretical and applied study of complex areas of the Norwegian language, style and idiomatic usage. Prerequisite: SCAND 300, or consent of the Department.

Note: It is proposed that SCAND 400 be offered in 1977-78, although it will not appear in the Calendar until 1978-79.

GERMANIC LANGUAGES

B. Course Changes

GERM 100. Change title to read: Conversational German for Beginners. Change course description to read: Designed to lead to mastery of spoken and written German, with strong emphasis on the development of oral communication skills.

Add note: Not open to students with credit in GERM 30, GERM 101, or GERM 102.

GERM 310. Change prerequisite to read: GERM 30, GERM 100, 101, 102, 210 or their equivalent.

GERM 301. Delete note: Required . . .in German.

GERM 300, 301, 330, 350, 370, 380, 385, 400, 411, 421, 422, 450, 456, 457, 460. Change prerequisite to read: GERM 200, 201, 202 or consent of the Department.

Note: It is proposed that the change in prerequisite for GERM 300-460 be implemented in 1977-78.

C. Course Cancellations

GERM 211. Reading German for the Humanities and Social Sciences.

GERM 311. Advanced Reading German for the Humanities and Social Sciences.

D. Program Changes

43.12.1 HONORS IN GERMAN

Paragraph 2, line 7. Insert after "Natural Sciences": one of which must be a junior laboratory science according to Faculty regulation.

43.12.3 CONCENTRATION IN GERMAN

Delete existing items (b)(1) and (2).

Insert new item (b)(1): Students may take any 300 or 400 level course after German 200, 201 or 202, but are advised to discuss their course selections with the Department.

Change existing item (b)(3) to (b)(2).

11. HISTORY

A. Course Changes

HIST 399 to 699. Change the designation of these courses from lecture to seminar (addition of the letter "s" immediately following the first digit of the weekly hours).

B. Program Change

43.13.1 HONORS IN HISTORY

First Year requirements

Delete: Mathematics or. Substitute: junior laboratory.

12. INTERDISCIPLINARY STUDIES

Course Change

IN ST 300 (new course approved by Arts Council on May 13, 1977)
Delete from the prerequisite listing: ART 200.
Substitute: ART H 201 and 202.

13. MATHEMATICS

Program Change

43.15.1 HONORS IN MATHEMATICS

Insert at the end of NOTE A: In addition, the Faculty requirement of a junior laboratory science course must be met.

14. MUSIC

A. New Courses

MUSIC 465. First Practical Subject. *6 (2-1). Prerequisite: MUSIC 325. Note: Required by candidates concentrating in Piano Pedagogy in the third year of the B.Mus. program and restricted to these students.

MUSIC 565. First Practical Subject. *6 (2-1). Prerequisite: MUSIC 465. Note: Required by candidates concentrating in Piano Pedagogy in the fourth year of the B.Mus. program and restricted to these students.

B. Course Changes

MUSIC 210. Delete from the note the word "those."

MUSIC 324/424. Insert after the first sentence of the first note: Open to others by consent of the Department.

MUSIC 427. Correct title to read: Continuo Realization.

MUSIC 428. Insert before the prerequisite: Open to singers and pianists in the third and fourth years of the B.Mus. program.

MUSIC 503/504. Delete the course description.

MUSIC 528. Correct beginning of line 3 to read: B.Mus. program.

MUSIC 532. Delete note: Formerly. . . .

C. Program Changes

43.16.1 HONORS IN MUSIC

Item C. Change first parenthetical note to read: including at least one related History course and a junior laboratory science course.

43.27.1 The Degree of B.Mus.

Add the following statement of residence requirements:

(2)(e) A student proceeding toward the B.Mus. degree will normally have credit in at least ten full-session or equivalent University of Alberta courses. Note: U. of A. courses include off-campus, Evening Credit Program, Spring Session or Summer Session courses.

(f) When enrolled in the B.Music program, the student will normally take five full-session or equivalent courses during each regular academic year. The Department may recommend to the Dean exemption from this regulation.

(g) The final year of the program will normally be taken in one regular academic year in attendance at the University of Alberta campus. The Department may recommend to the Dean exemption from this regulation.

43.27.6 APPLIED MUSIC KEYBOARD

Third year. Change Music 425 to read: 425 or 465.

Fourth year. Change Music 525 to read: 525 or 565.

43.27.7 APPLIED MUSIC, ORCHESTRAL INSTRUMENTS

Third year. Change Music 457/458 or 440/441 to read: 457/458 or Music option (to be selected from appropriate instrumental techniques courses).

15. PHILOSOPHY

A. New Courses

PHIL 496. Seminar for Honors Philosophy Students in Third Year I. *3 (First Term, 3s-0).

PHIL 497. Seminar for Honors Philosophy Students in Third Year II. *3 (Second Term, 3s-0).

B. Course Cancellations

PHIL 596. Seminar for Honors Philosophy Students in Third Year.

PHIL 598. Seminar for Honors Philosophy Students in Fourth Year.

C. Program Change

43.17.1 HONORS AND COMBINED HONORS IN PHILOSOPHY

Change the first sentence of the fifth paragraph to read:

Honors in Philosophy will require a minimum of nine courses in Philosophy, including the Honors seminar (PHIL 496 and 497) in the third year and the Honors tutorial (PHIL 422, 423, 552 and 553) in the final year.

Delete the last paragraph.

43.17.2 CONCENTRATION IN PHILOSOPHY

Add to item (2)(a): and consult the Department.

16. POLITICAL SCIENCE

A. New Course

POL S 325. Topics in City Politics. *3 (either term, 3-0). A detailed examination of specific municipal policies. Topics will vary annually. Prerequisite: POL S 322, or 323, or 324.

B. Course Changes

POL S 316. Change description to read: An introductory examination of current and potential uses of descriptive and inferential statistics in the study of politics.

POL S 317. Add prerequisite: POL S 316 or consent of the Department.

POL S 429. Change description to read: The study of selected aspects of Alberta government and politics. Topics may range from political institutions, through political parties, to areas of public policy. Add prerequisite: POL S 320 or 321, or consent of the Department.

C. Program Change

43.18.1 HONORS IN POLITICAL SCIENCE

First year. Change the parenthetical statement of the science requirement to read: one to be a junior laboratory science course.

17. PSYCHOLOGY

A. Course Changes

PSYCO 306/307. Change hours to read: 3s-0.

PSYCO 406/407. Change hours to read: 3s-2.

PSYCO 435. Change hours to read: 3-0.

PSYCO 492. Change description to read: A course directed at the understanding of the creative process on theoretical, empirical, and phenomenological levels. Prerequisite: Third or fourth-year standing.

PSYCHOLOGY

B. Course Cancellation

PSYCO 432. Psychological Testing.

18. ROMANCE LANGUAGES

Course Changes

FREN 202. Change weight, term and hours to read: *6 (3-1).

FREN 409. Change prerequisite to read: A reading knowledge of French.

Note: It is proposed that these changes be implemented in 1977-78.

19. SLAVIC LANGUAGES

A. New Courses

POLSH 499. Conference Course. *3 (either term, 3-0) or *6 (3-0). Students as well as staff may initiate proposals in any given year for the content of this course. Please consult the Department Chairman for the procedure for student-initiated proposals.

RUSS 499.
SLAV 499.
UKR 499.
} As described under POLSH 499 above.

B. Program Change

43.22.1 HONORS IN SLAVIC LANGUAGES

Item (4), paragraph 2. Change the science requirement to read: a junior laboratory science course.

20. MISCELLANEOUS

13.4.1 UNIVERSITY REGULATIONS: ADMISSION TO THE B.A. PROGRAM

NOTE C. Equivalents of Music 30 or 31

Change Western Board equivalent to read: Grade VIII Practical and Grade IV Theory.

Change Royal Conservatory of Music equivalent to read: Grade VIII Practical and Grade II Theory.

41.2.3 IMPORTANT DEADLINES

The Committee recommends (1) that this information be cross-listed at the beginning of the Calendar (say, for example, on the second page under the heading "Please Note"), (2) that it be incorporated into the monthly Academic Schedule (11.1-11.12), and (3) that it be identified in the table of contents (under 41.2 Important Deadlines and Information).

43.1.1 THE DEGREE OF B.A. WITH HONORS

Selection of courses. Change item (2) to read: Each student's program must include English 200 or its equivalent and a junior laboratory science.

Respectfully submitted,

M. F. Bauer
A. A. Carlson
R. J. Middleditch
G. S. Peacock
E. Reinhold (Chairman)
P. Swartz.

Arts Faculty Curriculum Committee Report on Interdisciplinary and Multidisciplinary Courses within Faculty Divisions

Background

The APAC Report (II.B.a(v)) called for "a series of new interdisciplinary and multidisciplinary courses, integrating the fields of Fine Arts in a one-year course, of Social Sciences in a one-year course, of Humanities in a one-year course, and of Natural Sciences in a one-year course." Council has already (at its January 11, 1977 meeting) accepted our recommendation that existing courses meet the legitimate need in the latter area. This Report is concerned with courses in the three Arts Faculty areas.

The original referral to the Curriculum Committee for the designing of these broadly-based courses was made in November 1974. At its April 21, 1975 meeting the Committee decided to set up, with Departmental cooperation, subcommittees in each of the three areas. These subcommittees would have one representative from each Department, chosen for his/her interest in the project. Some Departments requested, and were given representation on both Humanities and Social Sciences subcommittees. These subcommittees were constituted in the Fall of 1975 and began their work.

The subcommittees presented preliminary reports to the Curriculum Committee in March 1976. Although agreement was reached on some extremely broad principles, the subcommittees conveyed to the Curriculum Committee some degree of doubt as to the feasibility of their task and submitted no detailed course designs. These doubts were discussed with the Dean and the Executive. It was decided however that the Curriculum Committee had to proceed within the terms of the APAC recommendations, and had to produce either the design of specific courses, or explicit arguments as to why this was impossible.

The subcommittees resumed study in the Fall of 1976, and reports were received from them by the beginning of April 1977. The Social Sciences subcommittee produced two explicit suggestions, for a junior and a senior course; the Humanities subcommittee one for a junior course, plus some discussion of senior courses; the Fine Arts subcommittee no explicit design, but some reflexions. The course proposals and relevant extracts from the reflexions are attached to this Report.

The Curriculum Committee felt able on the basis of the materials received from the subcommittees to present a Report for Council's consideration. We would like publicly to thank the subcommittees for their work. Special thanks are due those who have served as subcommittee chairmen at different stages -- Professors Engelmann, Forsyth, Hickey, Sasonkin and Thimme.

Recommendation

Despite all the work done and the time taken, the Curriculum Committee has only one recommendation to make to Council at this time, and it is a unanimous recommendation:

> THAT the introduction of generalist integrative courses within each division of the Faculty not be mandatory.

Comment

This recommendation clearly calls for explanation and defence, since it amounts to a questioning of the wisdom of the original APAC recommendation, and to some

degree of scepticism as to the courses the subcommittees have laboured to produce. We would like to make clear that the scepticism also comes from the subcommittees themselves, and not solely from the Curriculum Committee.

The recommendation rests on two main planks -- (A) a key premise of the APAC position was that "courses currently offered by Departments designed to serve as introductions to specialized study, as stepping stones to increased levels of specialization, are ill-suited to the needs of generalist students" (II.C. 2.c). The Committee does not believe this true of the present practice of the Faculty. (B) APAC Report II shows itself aware of the dangers of "a compound of fragments" (ibid) and of "generalizations, over-simplifications, and surface-skimming," which it thinks are "especially serious in a broadly-based course" (II.C.2.f). The Committee believes the proposed models exemplify these dangers.

(A) The issue here must be discussed separately for junior and senior courses.

Senior courses

The matter of senior offerings accessible to and of interest to the generalist, rather than the specialist student, was discussed separately by the Curriculum Committee in 1975 and 1976. Council accepted in February 1976 the Committee's recommendation that existing Departmental offerings did indeed meet the needs of the generalist student. The Committee sees no reason to change this opinion.

Junior courses

A look at the Calendar reveals in most Departments a selection of junior-level courses, which cater to a variety of interests that beginning students might have. Many of these are not designed explicitly as prerequisites for further study. Moreover it is idle for any junior-level instructor to assume a majority of students in his/her course will be taking further courses in the area. The APAC characterization of the Faculty's junior courses does not, the Committee is convinced, represent present realities.

The Committee is not claiming that pedagogically valid integrative courses of the kind APAC envisaged would add nothing to the Faculty's offerings. Its position is that there is no compelling urgency to design and institute such courses -- no urgency which might be thought to justify a lightening of the weight to be attached to the dangers of such courses.

(B) To that topic the Report now turns. The Committee's greatest worry is the dangers of fragmentation and superficiality. It finds these dangers exemplified in the proposed courses. APAC itself made the point that, for example, four separate half-courses in four different Social Sciences would not constitute a generalist integrative view of Social Science as a species of human endeavour. The Committee is not convinced that, by contrast, four quarter-courses, or six sixth-courses, would constitute such a view. Yet Social Science 200, with the emphasis on Departmental shares and segmental examinations, seems to be the APAC bogeyman in a different guise. The integrative task here is left to be performed by the students either on their own time or by a final exam (cf. Social Science 300). The Committee thinks this has no significant pedagogical value.

These difficulties are not insoluble, and the solutions are implicit in the subcommittee reports, and are reflected in our recommendation. The coordinating task must be performed by instructors (and here 'coordination' means more than 'administration'). Such instructors must be gifted individuals, who have themselves the requisite breadth and depth of knowledge to teach a meaningful

integrative course. They must also be enthusiastic for the kind of course proposed. Humanities 200 exemplifies the possibilities here, with its reference to but a subset of the long list of materials being presented in any given year, as the instructors themselves wish. The Committee feels very strongly that the ability to give a non-fragmentary, non-"surface-skimming" integrative course is a special ability. Instructors in the Faculty who have it should be encouraged to devote it to the development of integrative courses. But the ability is not created by putting such courses each year in the slate of offerings and looking around for reluctant staff to be stuck with teaching them.

The above scepticism might be met by the insistence that there really is an "essence" of each division, which should be familiar to any practitioner and which can be distilled out for presentation in an integrative course. The Committee is impressed by the failure of the Fine Arts and Humanities subcommittees to find any such essence. The Social Sciences seem to be able to present method as a common denominator. But, to pursue the metaphor which informed the Committee's discussion, an essence which when presented in a diluted form in a regular course is palatable, may when presented in an undiluted form be poisonous. The toxicity in this case is the illusion that "some knowledge" (cf. APAC II.B.a.v.2.) of the Fine Arts, or the Humanities, or the Social Sciences is indeed being gained from a superficial, general course. The Committee recommends against this prescription.

Conclusion

After the gloominess of the above, the Committee wishes to end this Report on a positive note. The Committee's evil eye is turned only on the kind of integrative generalist course envisaged by the APAC Report. The subcommittees were unanimously loud and incessant in their enthusiasm for interdisciplinary and multidisciplinary courses which build on earlier work in traditional disciplines, and which create new disciplines in the interstices between, or by cross-fertilization of, traditional disciplines. All three subcommittees made the point that, for these courses, the boundaries between divisions of the Faculty, and even between Faculties, are artificial. The Committee is aware that these courses too are subject to the constraints of the right antecedent ability and enthusiasm, and cannot be taught to order. But we feel we must pass on to Council the feeling of Departments as expressed by these representative subcommittees that these courses represent a more worthwhile outlet for the Faculty's interdisciplinary and multidisciplinary abilities and energies. We must pass on too the feeling that the structures of the Faculty, in ways regrettably imprecisely formulated, inhibit the development and offering of such courses. We urge that strong consideration be given to the facilitation of this kind of work.

Respectfully submitted,

W. A. Blanchard

N. E. Bonvalet

R. T. Harrison

L. E. Larson

K. H. Norrie

M. Prokop

M. Sasonkin

R. A. Shiner (Chairman).

May 26, 1977

SOCIAL SCIENCE 200

Description

This course is designed to give first-year students, primarily in the Faculty of Arts, an introduction to the various Social Sciences. The course is not intended for students who have already decided on a concentration in Social Sciences.

Purpose

We envision Social Science 200 as a possible part of an integrated first-year programme for Arts students, should such a programme recommended by APAC ever be implemented. We feel that the course would be of an experimental nature. We are thinking in terms of a first-year student clientele, preferably those who, on admission, plan a concentration outside the Social Sciences or in only one of them. It would of course be open to such other faculties as might want to advise their first-year students to opt for it.

Content

Each participating department would take an equal share of the time available, with an introduction and a conclusion reserved for the coordinator. Each participant (preferably, only one from each department) would be expected to use his segment for the following:

(1) the scope of the discipline

(2) some of its major concepts

(3) one application of such major concepts to an area or problem of his choice.

Administration

There should be no final examination, rather, each participant should set an objective examination to be given at the end of his/her segment. The coordinator should attend all class meetings.

Because the course is an experiment which covers part of the Faculty only, we recommend that the class size be restricted to about 75 students until such time as its educational value can be assessed, its administrative and fiscal consequences examined, and, preferably, until it is matched by similar courses in the Humanities and the Fine Arts.

SOCIAL SCIENCE 300

Description

This is a multidisciplinary course which is designed to expose students to the approaches of the various Social Sciences to specific themes, such as conflict, nationalism, women, self and society, freedom, social change.

Purpose

The main purpose of this experimental course would be an introduction to the scope and method of all participating Social Sciences, primarily for students not concentrating in any one of them. We are thinking primarily of students in the Humanities, Fine Arts, Education, Commerce, Science, etc. The course would thus be primarily an optional course, intended to deal with areas of human concern as they are approached by the various Social Sciences. It is not designed to help students find the Social Science they might want to study (Social Science 200 might do this), nor would it serve an an interdisciplinary course. Interdisciplinary courses in the Social Sciences, assuming some knowledge of both or all disciplines involved, should be encouraged by the Faculty and arranged by the departments concerned, where possible on their initiative.

Content

We propose a full-year course, Social Science 300, taught by one coordinator and representative, preferably one each, from each participating department. The course would deal with one theme. Several themes were suggested, and it would be possible to change themes each year, or less frequently. The following themes were suggested: conflict, nationalism, women, self and society, freedom, and social change. The themes would be taught on a world-wide, past and present, basis.

Administration

Assuming a timetable with two 80-minute periods weekly, there would be 50-52 class meetings a year. Leaving a few meetings for the coordinator of the course, each participating department's share of class meetings would be:

for nine departments: five
for eight departments: six
for seven departments: seven
for six departments: eight.

It would probably be best for each department to begin its part of the course with an introductory lecture placing the theme within the scope of the discipline, and a second lecture showing by what methods the discipline deals with the theme. The remaining meetings could be a mix of lecture and discussion, with a brief objective examination at the end. The final examination might consist of an essay in which the students would show how the various disciplines deal with the theme.

Administration: Social Science 200 and 300

The coordinator should be appointed early, preferably by the Associate Dean of the Social Sciences, to prepare the course not later than the half-term preceding the course. He would have to make sure of a complement of instructors, of securing reserve reading materials and, most crucial, of a complete arrangement of the course's content. The coordinator would be expected to attend all class meetings and to administer all examinations.

We urge that the coordinator would receive a half-course teaching credit equivalent for prearranging the course the first time, and a full-course one for teaching and

administration (including planning the course for the year following), when the course is offered. Some arrangement would have to be made by the Faculty to compensate departments for staff, participation, student assistance, and administrative costs.

NOTE: The subcommittee has found that there is real demand for more structured opportunity for cooperation between or among Social Sciences in the design of interdisciplinary courses. The Social Science rubric in the Calendar should be used for such courses.

HUMANITIES

According to the mandate given by the Faculty Council the subcommittee on inter- and multidisciplinary courses for the Humanities has designed a course on the 200 level. Though the subcommittee was quite convinced of the intellectual value of such courses, it wishes to express some of its concerns which arose when discussing the course.

The subcommittee still stands by its vote at its first meeting last term and believes that the division between the three groups, Humanities, Social Sciences and Fine Arts is very unfortunate and a severe handicap to the meaningfulness and originality of such courses as suggested by the APAC Report. It seems to the subcommittee that this division is administrative rather than academic or intellectual, and that for instance, Music, Art, History, Religious Studies or even Sociology cannot be legitimately separated from the Humanities in an introductory course of this kind.

This became even more obvious when the subcommittee attempted to devise a course on the 300 or 400 level. Discussing such a course the subcommittee met with the principled objection of the Department of Comparative Literature as such a course would be overlapping with courses already given in that and in other Departments. The subcommittee saw here the danger of reactivating the territorial disputes between the modern language Departments and the Department of Comparative Literature.

The subcommittee was unanimous in holding that the restriction of the Departments within the administrative division of the "Humanities" makes it impossible to devise a pedagogically sound interdisciplinary course at the 300 or 400 level. The subcommittee felt a course at the 300 or 400 level should combine not only literature, philosophy and history but also the visual arts, religious studies and/or social sciences.

HUMANITIES 200

Outline for the suggestions of an interdisciplinary course at the 200 level.

Themes in the Humanities

Tradition and Change in Western Civilization

This course will focus on transitory periods in European History in which man was particularly confronted with social, political and intellectual change and will deal in depth with man's responses to these challenges.

The course will consist of lectures and seminars. The outline and text proposed for such a course can only be suggestive, and ought to be open for alternations of individual instructors. It is not expected that all sections will be included in any one year.

I. Introduction to the course.

II. The Crisis of the Greek Polis (given by Classics and Philosophy Depts.)
  1. The Greek Polis
  2. The Peloponnesian War
     Text: Thucydides
  3. War Literature
     Text: Euripides, *Trojan Women*
     Aristophanes, *The Frogs* or *Lysistrata*
  4. The Sophists and Socrates
     Text: Plato, *Apology*
  5. The Ideal Polis: Plato and Aristotle
     Text: Excerpts from Plato's *Republic*

III. From *Res Publica* to Principate (Classics Dept.)
  1. The *res publica*
  2. The breakdown of the republic
     Text: Cicero's letters (selection)
  3. Personal solutions: Catullus and Lucretius
  4. Restoration of order: Augustus
     Text: Augustus, *Res gestae*
  5. The Aeneid and the new order
     Text: The *Aeneid*

IV. The Transition from the Late Roman Empire to the Civilization of the Middle Ages (given by Medievalists and/or Philosophy Dept.)
  1. From Constantine to Augustine
  2. The Germanic Invasions
  3. The Triumph of Christianity
     Texts: Augustinus, *Confessions* or *The City of God*
     Boethius, *Consolation of Philosophy*

V. The Gregorian Reform and the Hegemony of the Church (History and Germanic Languages Depts.)
   Texts: Walther von der Vogelweide, *Selections of Lyrics*
   Brian Tierney, *The Crisis of Church and State*
   Selected Documents 1050-1300
   Thomas Aquinas, *Summa Theologica*

VI. The Transition from the Middle Ages to the Modern Time (Comparative Literature, Philosophy, English, Germanic Languages, History Depts.)

A. The Secularization of Man - Film: Rosselini, *The Medici*
Texts: Dante, *Divine Comedy*
Pico della Mirandola, *Oration on the Dignity of Man*
Erasmus, *The Praise of Folly* or *On the Education of a Christian Prince*
Machiavelli, *The Prince*
Shakespeare, *King Lear*
Marlowe, *Doctor Faustus*

B. Religious Individualism versus the authority of the Church
1. Luther's break with the Roman Church
Text: Martin Luther, Selections of any of the Reformatory Writings of 1520
2. The Anabaptists
Text: Norman Cohn, *The Pursuit of Millenium*

C. The Quest for Knowledge
Texts: Bacon, *Novum Organum*
Descartes, *Discourse on Method*
John Locke, *On Human Understanding*

D. The Enlightenment
Texts: The Encyclopedia (Selections)
Voltaire, *Essay on Mores*
Lessing, *Nathan*
Goethe, *Faust I*

E. The French Revolution
1. The Revolution
2. The Response to the Revolution
Texts: J. M. Roberts, *French Revolution Documents* (or any other collection of Documents)
The Declaration of the Rights of Man and of the Citizen
Edmond Burke, *Reflections on the French Revolution*
Schiller, *Die Räuber*, *Don Carlos*
Goethe, *Egmont*

VII. Response to Industrialization (History, English, Philosophy and Slavic Languages Depts.)
1. Industrialization and Urbanization
2. The poetical response
Text: Wordsworth, Coleridge, Shelley or others
3. The novelistic response
Texts: Dickens, *Hard Times*
Dostoyevsky, *Notes from Underground*, *The Grand Inquisitor*
4. The philosophical, social and political responses
Texts: John Stuart Mill, *Autobiography*
Karl Marx, Engels, *The Communist Manifesto*
F. Engels, *The Condition of the Working Class in England*
W. Cobbett, *Rural Rides*

VIII. Response to the Modern World (History, Philosophy, German, English, Romance Languages and Slavic Languages Depts.)

Possible Texts:
Barraclough, An Introduction to Contemporary History
Thomas Mann, The Magic Mountain
Kafka, The Castle, The Trial, or something else
Gunther Grass, The Tin Drum
T. S. Eliot, The Wasteland
Sartre, Camus
B. Russell, Autobiography
A. A. Block, The Twelve or Scythians
E. Lymjatin, We
I. Babel, The Red Cavalry
I. Oleša, Envy
Mayakovski

Possible Films:
Eisenstein
Pudovkin
Doužemka

FINE ARTS

A. Points raised regarding the desirability of interdisciplinary and/or multidisciplinary courses

1. It appears that only interdisciplinary and not multidisciplinary courses are feasible in the Fine Arts.
2. Such courses would be valuable aids to disseminating the arts to laymen, but this would probably be possible only at the 200 level. It was felt that much could be gained from making such a SURVEY course compulsory for ALL first-year students in much the same way as English is, and Physical Education has been.

   In this way the community at large could be served. At present, elementary courses in Music appreciation are offered, and it is envisaged that these could be either supplemented or supplanted.

   Students frequently complain of the inaccessibility of Fine Arts courses. They often want a smattering of this or that but are prevented from obtaining it due to the professional nature of the Fine Arts programs. While the three departments would probably support such a survey course in principle, providing as it would an awakening of the layman to the different dimensions of life through art by sensitizing the ear, eye and spirit, the committee was unanimously opposed to any compromise of the professional programs at the studio level.
3. As a liberal arts adjunct, a 400-level course for the Drama B.A. students, Art & Design B.A.'s, and B.Mus. History and Literature majors would be eminently feasible. Some possibilities here are fairly obvious: an in-depth study of a particular era from the points of view of the three Fine Arts. The Renaissance springs quickly to mind since so much of what was achieved was essentially interdisciplinary or was achieved by the so-called "Renaissance man."
4. The "liberal arts" type of student mentioned above would probably be able to accommodate such a course into his or her program, and indeed benefit thereby.

B. Points raised regarding impracticabilities

1. Physical space would prove a big problem since scheduling would necessarily be complicated. A class would possibly need to spend portions of the year in different locations - the art workshops, the Thrust Theatre, the music rehearsal rooms. Arising from this would be the time and effort of administering such a plan. A coordinating committee was thought to be necessary, with the appropriate lightening of faculty teaching loads, which, it was pointed out, are already thought to be too high.
2. Another aspect of the scheduling problem is the availability of actors, designers, instrumentalists etc. Teachers, too, would needs be of the "Renaissance man" type, which is rare nowadays, or else there would be an unavoidable "team-teaching" situation arising, with the inevitable scheduling problems appended thereto.

April 5, 1977

Report of the Curriculum Committee on Student-Initiated Courses

A revised draft of our proposal concerning student-initiated courses was circulated to Departments at the beginning of February. Replies were received from 11 Departments. These responses were thoughtful and helpful, and the Committee expresses its gratitude.

Two objections were expressed. The first was still that, under present budgetary constraints, the proposal was financially unrealistic. The Committee accepted that the objection was a real one. Clearly, a Department had to be permitted to weigh the priority it assigned to any given such proposal against the priority it assigned to other demands on its instructional resources, and make its own decision.

The second objection was that the perceived need is already being met by the system of "Topics" courses. However, many Departments do not include a general "Topics" label in their offerings, and those that do provide no formal, public indication that a student-initiated option is available here. It seems gratuitous therefore to suppose that the need that is felt and met in certain Departments is exactly the need that there is in the Faculty.

The responses were on the whole supportive of the principle, and of the details of the draft. The Committee thinks that some Faculty position on the matter of principle should be taken, while due regard is also paid to realities. The result is the considerably streamlined Recommendation I below.

Despite this streamlining, the Committee still feels that Recommendation 3 of its circulated draft contained some useful guidelines for Departments on what a properly thought out proposal for a student-initiated course should contain. It would like therefore to take the opportunity simultaneously to refine slightly the procedure approved in 1975 for Faculty monitoring of the content of "Topics" courses, include a valuable part of its earlier recommendation, and bring both staff- and student-initiated "Topics" courses under the same regulation. Recommendation II is also therefore submitted for approval.

Recommendation I

Departments shall include in their Calendar listings for each subject under their purview a general 400-level "Topics" or Conference course. After the title of the course, the following note must be included:

> Students as well as staff may initiate proposals in any given year for the content of this course. Please consult Department Chairman for the procedure for student-initiated proposals.

Recommendation II

Departments will send to the Course and Calendar Change Committee a copy of any Departmentally approved and offered proposal, whether student- or staff-initiated. The proposal is to include the following information:

a) a very brief description of the course;

b) i) a syllabus for the course, including associated readings, and the anticipated progress of the course;

b) ii) the course requirements, including the number of papers, exams, their length or nature and their respective weightings in making up the total grade of the course.

in the case of a student-initiated proposal, the following must also be included:

c) the reasons for proposing that the course be offered;

d) the name(s) of the student(s) seeking to have the course initiated;

e) the signature of the faculty member agreeing to conduct the course as proposed.

Respectfully submitted,

W. A. Blanchard

N. E. Bonvalet

R. T. Harrison

L. E. Larson

K. H. Norrie

M. Prokop

M. Sasonkin

R. A. Shiner (Chairman).

Report of the ad hoc Committee of the Arts Faculty to seek ways of improving students' ability in writing

The committee met on four occasions between October 1976 and February 1977.

The committee confined itself strictly to its mandate to seek ways of improving standards of writing. It did not attempt to prove that a problem of illiteracy exists, since this was demonstrated in the report of the Faculty of Arts ad hoc Committee on Proficiency in English (the Johnson report) accepted by the Arts Faculty Executive Council on April 5, 1976. It merely sought expedients of a limited kind which might be applied within the Faculty.

The committee found its work considerably complicated, and occasionally frustrated, by the fact that the same subject was being investigated at the same time by other organizations within the university, most notably by the ad hoc committee of GFC to investigate undergraduate writing skills. The proliferation of these committees had led to a certain amount of unnecessary reduplication of work. Nevertheless, the committee has some recommendations to make that have not been dealt with by the GFC committee and are likely to be of interest primarily to the Faculty of Arts.

The committee believes that several recent developments within the Arts Faculty have militated against improving the standards of literacy in the University. In particular the great increases in class sizes at the junior level experienced by many departments have compelled many instructors to replace essay exams by so-called objective exams in which no value can be given to writing skills; and the "semesterization" of year-length courses has meant that students get less written work back (since it is only in full-year courses that they see their Christmas exams) and have less time in which to improve in any particular class. The committee would gladly set the clock back in both these matters, but considered this to be beyond its jurisdiction.

On the other hand, the committee notes that several encouraging developments have recently taken place. It wishes especially to draw the attention of the Faculty to the fact that the English Department is in the process of restructuring English 210 so as to increase the amount of time devoted to writing instruction

for students enrolled in it, and is also organizing a new 300-level course in expository writing intended primarily for students in the Faculty of Education.

The committee did not consider in detail the case for a reorganized ELS since this had already been discussed by GFC, and referred to the GFC writing skills committee. Our committee believes that there is a need for an ELS in some form, but that the need should be defined in terms of the new type of foreign student currently on campus.

After its first meeting the committee sent a letter to all chairmen of departments within the Arts Faculty asking:

(a) whether the department was concerned about the level of English proficiency.

(b) about the present practices in the department with regard to ensuring reasonable standards of written English.

(c) whether the department would be prepared to accept further responsibility with respect to the improvement of written English.

(d) for any particular recommendations.

The replies indicated that there was general concern at the existing standards of literacy throughout the Faculty, but that present practices in enforcing better standards vary widely not only between departments, but also inside them. It would seem that the Faculty's policy requiring that standards of literacy must be taken into account in grading is not generally known among its members. Most departments indicated that they were unable to do any more from their present resources, though a few indicated that they might. Suggestions for improvement varied widely, but in most cases (as in the question of an entrance requirement for the University, or the revival of ELS) they fell outside the scope of this committee.

The recommendations which the committee has to make are mostly of a modest nature. The fact that several of these are concerned with marking practices reflects the committee's belief that this is the area where improvement is easiest and likely to be most profitable. The recommendations are as follows:

1. That the Faculty seek financial support from the University to enable the

English Department to implement its proposal for restructuring English 210, since this is a service course of importance to all faculties in the University.

Note. One third of the class time in the restructured English 210 [English Literary Forms *6 (3-0)] would be devoted to formal instruction in writing. Ideally the class size would be reduced to 15 in order to allow for close marking and individual assistance, and up to twelve written assignments would be given to each student.

2. That the Faculty urge the University to have its policy on assessing the quality of expression in written work printed in the Class Record folders.

Note. The policy requests all instructors of University undergraduate courses to provide that suitable portions of course testing or other course work should be in the form of written essay responses and to emphasize to students that competence in written work is integral to competence in a subject and will constitute part of the basis on which the student's course grade is determined.
(GFC minutes October 25, 1976. p. 513)

3. That the Arts Faculty approve in principle the drawing up of a simple guidesheet containing symbols to be used by markers for indicating common errors in English.

Note. Such a guidesheet should be made available to all members of the Faculty, and all students enrolled in its courses.

4. That video-tapes and accompanying worksheets on aspects of English writing be developed and made available to individual students.

Note. Common errors in English composition indicated on the marksheet of recommendation 2 could be explained fully by this method. It is hoped that the videotapes would be used by students conscious of their poor standards of literacy who may prefer an inconspicuous means of improvement.

5. That the Faculty organize one seminar for student markers each term in which requirements of English composition would be clarified.

Note. It is evident that the stress of growing class sizes has led to an

increased use of student markers in the Faculty who may need instruction in marking errors in English writing. It would be the responsibility of departments to exempt individual markers from attending the seminar if, for example, they were marking only multiple choice exams, or had attended a similar seminar in the recent past.

6. That greater consideration be attached to marking practices (including number and type of exams set) in the assessment of teaching for consideration by the Arts Faculty Salaries and Promotions Committee; and that this matter be referred to the appropriate committee.

Note. The only clause in the present guidelines which in any way alludes to marking practice refers to "Ability to communicate in class and through correction of assignments." In the opinion of the committee the inducement to mark conscientiously for writing skills appears inadequate.

7. That the committee be disbanded.

Note. The committee sees little point in attempting to do more than it has already done until the recent resolutions of GFC on English proficiency have been enacted.

M.F. Bauer
J.A. Forbes
L.N. McKill
S. Munro
A.M. Small (Chairman)
B.M. Smith

August 1977 (Revision)

ARTS FACULTY COUNCIL

Minutes of Meeting of September 27, 1977

2:00 - 5:00 p.m.

PRESENT: Dean R. G. Baldwin (Chairman), President H. E. Gunning (who was present for the discussion of item 3), H. L. Abbott, B. R. Abu-Laban, R. F. Anderson, S. H. Arnold, J. W. Bilsland, W. A. Blanchard, R. N. Bosley, R. J. Buck, W. A. D. Burns, F. D. Clandfield, J. A. Creore, A. B. Crighton, R. J. E. d'Alquen, J. J. Delehanty, F. A. de Luna, O. P. Dickason, W. Eastman, E. Egert, E. G. Eherer, B. L. Evans, N. Fetterman, J. F. Forrest, J. R. Giard, R. Gillies, L. C. Green, E. J. H. Greene, R. R. Hett, F. G. Hulmes, C. Hume, B. A. Hunter, E. L. Jackson, A. W. Jenkins, H. J. Jones, J. King-Farlow, L. E. Larson, J. F. Lauber, E. C. Lechelt, J. A. Lejnieks, S. D. Lewis, H. P. Liebel-Weckowicz, B. Linsky, J. C. MacKenzie, R. C. Macleod, M. Mannes, G. Marahrens, M. L. Marckworth, J. G. Marino, R. E. McKown, F. J. McMahon, J. H. McTeague, R. J. Middleditch, B. J. Mitchell, R. G. Moyles, A. J. Ord, N. A. Page, T. M. S. Priestly, K. D. Prithipaul, F. L. Radford, E. Reinhold, P. A. Robberecht, M. T. Roeder, P. A. Runquist, G. W. Sadler, M. Sasonkin, G. H. Schaarschmidt, P. A. Schouls, A. Scott-Prelorentzos, A. S. Small, R. C. Smith, R. Spelliscy, R. A. Stangeland, V. A. Stobee, R. A. Sydie, D. Teeuwsen, L. H. Thomas, T. S. Veeman, R. G. Whitinger, M. D. Wilkie, B. W. Wilkinson, L. A. Willie, J. A. Wilson, E. D. Blodgett, and B. Schwartz.

1. Changes in Agenda
   - 1.1 Deletion: Supplementary Report of the Course and Calendar Change Committee
   - 1.2 Addition (moved by Prof. Sasonkin, seconded by Prof. Reinhold): Approval of late additions to the 1977-78 Executive Council

2. Minutes of Arts Faculty Council Meeting of August 30, 1977

   On a motion by Professor Hett, seconded by Professor Schouls, the Minutes were adopted as circulated.

3. Draft Report of the President's Committee on University Legislation

   [The March 1977 and September 1977 drafts having been given Faculty-wide distribution, copies are attached to the official Minutes only.]

   3.1 Background

   Council was reminded by Dean Baldwin that the earlier version of the report was distributed on March 18, 1977, with the request that Faculties comment on the proposal by April 1. It was impossible to convene a meeting of Arts Council before April 12, and in any event the Arts Executive Committee felt that the timing proposed would, generally, allow for only superficial and hasty debate. The Arts Executive therefore requested that the timetable for modification and formal consideration of the report be changed to permit Faculties to discuss the draft provisions widely and in detail. At the same time the Executive studied the report, trying to identify in it the issues that it thought the Arts staff would be likely to consider important, and these reservations were made known to the President's Committee (the Arts departments having in the meantime been given copies of the report and the Executive commentary). The President's Committee subsequently decided to postpone the final drafting until the end of

November 1977, to allow for additional input by the Faculties. It then recast the report, and asked that the September 1977 revision be used as the basis for Faculty discussion. At the same time, President Gunning as chairman of the reporting committee, and as chairman of the General Faculties Council and the GFC Executive, sought this opportunity to appear before Arts Council to explain the report and to answer questions about it.

3.2 President's Comments

Responding to Dean Baldwin's welcome, President Gunning said that he was pleased to take part in the discussion, and that he would always be willing at any time in the future to honor the request of any Faculty Council to appear before it and speak to a particular issue. The President then outlined some of the reasons why he personally was advocating a revision of the University's governing structure. At the outset, Council was asked to bear in mind that it is important for an institution which is almost entirely funded by government to pay attention "not only to what we are, but what we appear to be," and that "we must project an image, not only of academic integrity, but also of fiscal responsibility." President Gunning added that the governing structure (including all aspects of the bicameral system) is a highly visible aspect of the University, and that, whether or not it is true, "an important public perception of our governing structure is that it is ponderously inefficient, and demonstrably ineffective, and highly expensive in staff time. Furthermore, it is looked upon as representative of the somewhat profligate manner in which we handle our share of the public purse." It was therefore important that "we continuously examine our governing structure to see to it that it does achieve our objectives," and that "it maintains a highly desirable representative character." Accordingly, the President's Committee on University Legislation had embarked on a comprehensive review of the governing structure (GFC being the first stage, and the Board of Governors the next), with a view to preserving all of the desirable features, while at the same time perhaps eliminating some of the things that are less desirable.

President Gunning explained that one of the problems perceived by the Committee on University Legislation was that GFC "has tended to abdicate many of its major responsibilities simply because it is such an enormous body, involving so many representative groups, that it finds itself almost incapable of handling any of the complex issues that it must, or should, address." The Committee in its September 1977 report cited four specific issues with important academic implications in which GFC had failed to play a significant role, including the matter of quotas (which is now being handled by the Board of Governors). President Gunning added that "the whole system has developed a major short circuit" whereby three major committees of General Faculties Council (the Academic Development Committee, the University Planning Committee, and the Campus Development Committee) now tend to relate directly to corresponding committees of the Board of Governors, and then to the Board itself. The Committee on University Legislation was therefore seeking to reestablish GFC as "the academic decision-making body on this campus," on the basis of the following model.

(1) The revised GFC should be greatly reduced in size, consistent with,

- a) assuring that every Faculty has representation;
- b) maintaining an approximately equal proportion of administrators, academic staff and students.

(2) The main standing committees should be small working committees with representation from administration, academic staff and students.

(3) There should be at least partial integration in membership of these committees and the parent body.

The model was based on the following principles.

(1) The new GFC should be large enough to ensure representation from every major academic group on the campus.

(2) The new GFC should be small enough that:

- a) Every member should feel personal responsibility for the decisions taken by Council;
- b) On every major issue a large proportion of the Council should be adequately informed.

3.3 Discussion

The comments reflected the earlier concerns of the Arts Executive (ref. Dean Baldwin's memo of March 28, 1977, a copy of which is attached to the official Minutes), and also suggested other areas for consideration by the President's Committee.

a. Evidence of Dissatisfaction with the Existing GFC

The President was asked to clarify what was the basis for his statement that an important public perception of the University's governing structure is that it is inefficient and ineffective. President Gunning replied that he could not provide "court quality evidence," but that in dealing with very large numbers of people, including those who are at the core of the decision-making structure with respect to the government grant, it was apparent that GFC has a somewhat negative effect on their attitude toward the University. The President also cited as one deficiency the fact that the present GFC has been reluctant to impose its will on individual Faculties, even in those areas where it has defined jurisdiction under the Universities Act (say, for example, on the issue of quotas, which has ramifications for the University as a whole). Arts Council members expressed some reservations whether the various personal comments constituted evidence of widespread dissatisfaction with the present functioning of GFC, and whether in any event the negative attitude was justifiable, given the fact that GFC meets but once a month, that the meetings are at most three hours in length, and that within this framework a considerable amount of business is dispatched. It was also argued that, depending upon the substance of a particular issue, it was not necessarily a bad thing for GFC to exercise some restraint in the authority it wields over Faculties.

b. Proposed Reduction in the Size of GFC

In the March and September 1977 Committee reports and in the President's remarks to Council it was suggested that the size of the

present GFC (some 136 members) renders it incapable of dealing with many of the complex issues to which it should address itself, and that a smaller body (coupled with interlocking membership on the major standing committees) would generate more interest and involvement on the part of individual members.

In his March 28 summation of the Arts Executive's response, Dean Baldwin commented: "The proposals raise the central question of where self-governance properly lies - in the hands of a body that is admittedly inefficient and cumbersome and perhaps ill-informed but broadly representative of a wide range of opinion and directly accessible to junior as well as senior staff or in the hands of a relatively closed group of well-prepared and experienced people who would be selected for service with (presumably) great care and would represent the community through the confidence placed in their respective talents rather than through the present mix of numerous interests (with full realization that if such people are in fact not well-prepared, we would be worse off than at present)."

The discussion in Arts Council reinforced the Executive's assumption about the centrality of this issue. Members were not as a whole persuaded that the proposal for a new University Council of some 40 members (the quorum as yet to be determined) answered the problem of adequate representation. There was a very real concern that the business of the University would not only be conducted by a very small group of people, but that decisions on academic matters would be made largely by administrators rather than full-time academics. It was also argued that the President's Committee was proposing a significant alteration in the size and the democratic representativeness of the present GFC on the grounds of efficiency, but that there was no hard evidence that this particular reform would in fact result in improved attendance and greater effectiveness, and that there were in any event a number of other, less drastic, alternatives (see below).

c. The Role of GFC

In his opening remarks the President stressed that the proposed reform was aimed at revitalizing GFC, with a view to making it "the academic decision-making body on campus." However, it was pointed out by members of Council that the present GFC is an administrative body as well as a legislative body, and that much of the business that comes before it is purely administrative. It was therefore suggested that within the present structure some streamlining of the workload could be achieved if the GFC Executive (which sets the Council agenda) were to weed out the more routine administrative items and reserve for the parent body issues that are essentially academic in nature.

d. Proposed Integration of Council and Committee Memberships

The President's Committee recommended that there be an ingegration of the membership on the proposed University Council and membership on Council's major committees (the Executive of the Council, the Planning and Priorities Committee, the Financial Development Committee, the Academic Development Committee, and the Campus Development Committee), on the grounds that this mechanism would generate greater interest and involvement on the part of individual members of Council, that it would

produce a core of people who would be thoroughly knowledgeable and informed about the various issues and who could lead the discussion in the parent body, and that there would be greater coherence in the policies of Council and its committees. There was considerable support in Arts Council for this concept of overlapping memberships, some past members of GFC having indicated that in their view it was addressed to one of the weakest areas of the operation, and that they themselves would have been able to make a more worthwhile contribution to GFC if they had been immediately integrated into some participation on one of the working committees. It was also pointed out that involvement of GFC members in committees is not inconsistent with the present size of General Faculties Council, and that the proposal therefore provided a ready means for improving the effectiveness of GFC while at the same time maintaining its present representative character. (Note: In his opening remarks President Gunning alluded to a "short circuit" in the existing operation whereby three major GFC committees are reporting directly to the Board rather than to GFC. In this particular instance it was suggested that the problem would not be solved by a reduction in the size of Council, but by GFC's insistence that its committees report directly to the parent body.)

e. Selection of Members and the Problem of Attendance

In its March 1977 report, the President's Committee suggested that "members' enthusiasm for the work of General Faculties Council is reflected in the actual attendance figures for 1976 (administration 81%, staff 50%, students 40%)." In its September 1977 report the Committee proposed that "the new GFC be small enough so that every member should feel personal responsibility for the decisions taken by Council." Arts Council was not convinced that "the smaller the group, the better the attendance." It was also pointed out that absence from a given meeting was not necessarily due to lack of interest. On the other hand, there was considerable support for the Committee's September 1977 recommendation that greater care be taken in the election of representatives to GFC. Here again, it was pointed out that the recommendation could be accommodated within the existing structure. (One suggestion was that it would be helpful to have the curriculum vitae of all persons standing for election.)

f. Improved Communication

In his memo of March 28, 1977, Dean Baldwin commented: "Since the smaller the governing group the greater the likelihood of misunderstanding and ignorance on the part of the larger community, there may very well be a contingent demand for a mechanism guaranteeing better and more meaningful communication. There has never been a full-fledged study of what constitutes genuine communication on the campus. Conceivably that should precede consideration of the changes proposed." President Gunning made no commitment regarding the proposed study. He did, however, emphasize that in his view communication could be markedly improved by means of a smaller group of interested people who would presumably take very seriously the responsibility of reporting back to their constituencies the substance of the GFC discussions (say, for example, by means of a regular reporting period at individual Faculty Council meetings). In the discussion in Council it was noted that genuine communication involves considerably more than a reporting back to constituencies, and, once again, it was argued that improvement

could be effected other than by reducing the size of GFC.

The President was urged to explore with his Committee the various ways in which GFC could be made more effective without resorting to a drastic reduction in the size of its membership (Arts Council members having made repeated references to item d. above). However, should the Committee continue to advocate a smaller GFC, it was recommended that certain features of its proposal be reexamined in light of the following observations.

g. Voting Privileges
One suggestion was that inasmuch as there is a distinction between administration and government, there should also be a distinction between presence in deliberation and voting power. On this basis it was suggested that in the event of a smaller GFC, the administrators should convey information and participate in the discussion, but that the balance of the voting power should be in the hands of the elected representatives.

h. Student Representation
In his memo of March 28, 1977, Dean Baldwin commented: "The principle of student parity will probably come up for reexamination even though the proposal as it stands is simply to reduce the size of GFC according to existing shares. Not everyone is agreed, now, that student representation is successful in its present form, and the proposed reconstruction is likely to be seen as a legitimate opportunity to consider other means of seeking and acting on student opinion. In any case it may be argued that a reduction in the size of GFC will in fact change the context for student representation (through, for example, a marked reduction in the number of experienced administrators present when decisions are made)." These views were also reflected in the discussion in Arts Council. However, it was also argued that any reduction in the numbers of students eligible to sit on GFC (either in terms of the latter proposal, or by virtue of an overall reduction in the size of GFC) would be a retrograde step, the principle of student representation having been hard-fought and only recently established.

i. Departmental Representation
In his memo of March 28, 1977, Dean Baldwin noted that "departments, as the most important components of the entire system, are seen by many as under-represented." That observation was reinforced in the Arts Council discussion, it being noted that the proposal for the reform of GFC afforded very little input for the point of view, the rationale, and the difficulties that pertain to departments. It was also argued that despite the preamble to the September 1977 draft ("The new GFC should be large enough to ensure representation from every major academic group on the Campus"), the consciousness of many staff members is much more that they are members of a department than that they are members of a Faculty, and that this is especially true in a Faculty as large as Arts.

j. Responsibilities of Elected Members
In devising its recommendations the President's Committee adhered to the principle that "elected members should not be viewed as carrying a mandate from their respective faculties [endorsed by GFC on November 19, 1973]; they are not instructed delegates." In the Arts Council discussion it was noted that this guiding principle was suited to the

operation of the present GFC, but that "it may very well be inappropriate for a smaller body, which seems to have an obligation to be more representative of its constituencies." At the same time it was suggested that the President's Committee bear in mind the danger that a smaller body of instructed delegates may tend to sharpen the divisions between Faculties.

k. Terms of Reference of the Major Standing Committees
In his memo of March 28, 1977, Dean Baldwin commented: "There may be a call for more detailed consideration of the function of the GFC Executive and of the proposed Planning and Priorities Committee before approval is given. What is likely to be the power and effect of these very small bodies, given their access to information and administrative opinion, on the one hand, and their isolation from the mix of opinion, on the other?" In the Arts Council discussion it was recommended that the terms of reference of all of the proposed major standing committees be spelled out more clearly.

3.4 Conclusion
In light of the discussion, it was moved by Professor Marahrens, seconded by Professor Smith,

THAT Arts Council make known to the President's Committee on University Legislation that it cannot, in the light of the arguments so far put before it, accept the proposal with regard to the reform of GFC.

Motion carried.

Note: It was understood that the motion will be accompanied by contextual material when it goes forward to the President's Committee.

4. The King's College: New Proposal for Affiliation [ref. item 5, AEC, 2/2/76]
The original proposal advanced by The King's College was considered by Arts Executive Council in February 1976, Council having at that time addressed itself to the question whether it would, if the occasion arose, willingly approve credit on transfer for courses conceived and designed in accord with and as vehicles for a particular and defined set of principles extraneous to the academic disciplines themselves (i.e. courses with an avowed and defined bias). Council's decision was that, "given the principles to be applied in the projected courses, the Faculty of Arts should not and cannot support the proposal advanced by The King's College." The 1976 proposal was subsequently rejected by GFC, in large part on the basis of negative recommendations from the Faculties of Arts and Science. In the interim, the sponsors of The King's College prepared a new submission, in which the so-called foundational statements (including the assertions that "True knowledge is made possible only by means of a true faith" and that "all learning and teaching. . .can proceed only in the light of God's redeeming Word") were removed from their former placement under the heading of curriculum (these principles having been incorporated into the charter of the sponsoring body, which is the Christian College Association). On May 18, 1977, the GFC Committee on Admissions and Transfers referred the revised version to the interested Faculties for their consideration. The new proposal was now before Arts Council, and was accompanied by a formal notice of motion which was moved by Professor de Luna,

and seconded by Professor Moyles:

> Mindful of the continuing commitment of its members to teaching and to research, and mindful of the time needed to discuss business of central importance to the Faculty of Arts, and mindful that The King's College is not [at present] a properly constituted institution of higher learning with an academic staff in residence and with academic courses being offered, the Council of the Faculty of Arts opposes the proposed affiliation with The University of Alberta of The King's College.

Those supporting the motion argued that it would be inappropriate for Arts Council to make any kind of commitment at this stage, on the grounds that The King's College does not yet exist and that there is therefore no concrete evidence of the quality of the institution (in terms of the quality of the staff, the size of the library holdings, etc.). There were also serious reservations whether the revised proposal was in fact fundamentally different from the earlier version which was rejected by Arts Council.

On the other hand, it was pointed out that there are precedents for approving in principle the concept of an institution which has not been fully established and setting the conditions under which its courses will be accepted for transfer credit (this procedure having been followed in the case of Lethbridge Community College). Moreover, The King's College had given assurances that it would only hire those persons who hold a doctorate degree, and no such commitment had been made by other institutions seeking affiliation. In addition, Council was asked to bear in mind that The University of Alberta remained the degree granting institution, and that students transferring to the University following a one-year program at The King's College would have to meet the standards set by the U. of A. in order to obtain their degree.

In rebuttal, it was argued that affiliated status does imply some association with The University of Alberta, and that it was therefore important that the University protect itself against the potential problem that what looks reasonable on paper may not be borne out in actual fact. Council was urged to consider whether, despite precedents, it would not be preferable to defer consideration of affiliation with The King's College and the acceptance of its courses for transfer credit until such time as its academic excellence can be concretely demonstrated.

The question was put, the words "at present" having been inserted in the motion (as noted in parentheses above) with the full consent of Council.

Motion carried.

5. Executive Committee Report

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]
Item 3 of the report was removed for separate consideration (Makeup of Staff Advisory Selection Committees: Non-Departmental Representative), the Executive recommendation being put to Council on a motion by Professor Buck, seconded by Professor Bilsland,

> THAT the legislation governing Arts Advisory Selection Committees be modified to provide departments with the option - in the case of the Faculty representative from outside the department - of substituting a staff representative from out-

side the Faculty of Arts (i.e. an extra-Faculty member).

Motion carried.

It was moved by Professor Marahrens, seconded by Professor Priestly,

THAT the Executive Committee Report be approved by Council.

Motion carried.

6. Committee/Council Memberships

On a motion by Professor Smith, seconded by Professor Lejnieks, the following nominations were approved:

Canadian Studies Committee

Anthropology: C. R. Wilson
English: D. E. Bessai (replacing J. M. Nelson)

East Asian Studies Committee

Anthropology: D. E. Young

1977-78 Executive Council

Classics: K. A. Garbrah (alternate)
History: O. Dickason
B. L. Evans
D. C. Johnson
J. A. Eagle (alternate)

Library Committee

Classics: D. Fishwick (alternate)

7. Procedures for Withholding Final Examination Papers

8. Conference Travel Fund Proposal

These two items were deferred for consideration at the October Council meeting.

9. Adjournment

On a motion by Professor de Luna, seconded by Professor Sasonkin, the meeting was adjourned at 5:00 p.m.

Chairman.

INTER-DEPARTMENTAL CORRESPONDENCE

TO
All Deans.
Students' Union and
Graduate Students' Association.
Association of the Academic Staff.
Non-Academic Staff Association.
Chairmen's Council.
G.F.C. Executive Committee.

DATE September 9, 1977.

FROM
M. M. McCaughan, Special Assistant
to the President.

FACULTY OF ARTS
RECEIVED
SEP 15 1977
OFFICE OF THE DEAN

Re: Report of the President's Committee on University Legislation

The President's Committee has given very careful consideration to the helpful comments received so far on its first Report which was given wide circulation in the spring of this year. In order to answer the questions which have arisen, a new preamble has been prepared by the Committee a copy of which is enclosed. I would ask you to circulate this explanatory material.

The Committee would like to draw your attention to the detailed proposal for reorganization of General Faculties Council and its Committees and asks you to note the following:

a) The detailed proposal should be viewed as a model illustrating the principles contained in the Report.

b) The phrase "excluding deans", in the G.F.C. composition section as it relates to elected faculty members, has been removed and replaced by "including deans if a faculty so wishes".

Members of the Committee would like to receive all further comment, if at all possible, prior to the end of November for the following reason. It is anticipated that when General Faculties Council receives this comment and is asked to approve the principles in the Report it will set up a broadly representative committee to examine our submission in detail. This process will take time and it is hoped to have the proposal considered by General Faculties Council and submitted, in whatever form is approved by Council, to the Board of Governors before the students leave campus in the spring of 1978.

MMM/gf

REPORT OF THE PRESIDENT'S COMMITTEE ON UNIVERSITY LEGISLATION

(September 1977 Draft)

In 1966 The Universities Act codified what was at that time a radical change in University governance, moving from an hierarchical line-authority organization to a collegial form of government. Under the new Act, General Faculties Council was given very broad authority, its main powers being as follows:

> 34. (1) Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university ...[and] is empowered to
>
> (a) exercise any power of a faculty council that the general faculties council considers desirable to exercise.
>
> .
> .
> .
>
> (l) recommend to the board the establishment of faculties, schools, departments, chairs and courses of instruction in the university in any subject that the council thinks fit.
>
> .
> .
> .
>
> (n) determine standards and policies respecting the admission of persons to the university as students subject, in the case of standards and policies respecting first year students, to the approval of the Universities Co-ordinating Council.
>
> (o) make recommendations to the board with respect to affiliation of other institutions, academic planning, campus planning, a building program, the budget, the regulation of residences and dining halls, procedures in respect of appointments, promotions, salaries, tenure and dismissals, and any other matters considered by the council to be of interest to the university.
>
> 39. (1) A general faculties council has the general supervision of student affairs at a university ....

The 1966 Act, subsequently modified in 1970, specified the composition of the General Faculties Council:

32. For each university there shall be a general faculties council consisting of

(a) the following ex-officio members ...
(b) the elected members ...
.
.
(d) the appointed members

The Act initially provided that the number of elected faculty members should be twice the number of ex officio members. G.F.C. itself then decided in 1970 that the number of student members should equal the number of elected faculty members. As well, representatives have been added from the Academic Staff Association, the Non-Academic Staff Association, the Librarians' group, and the Administrative Professional Officers' group and at the present time there is continuous pressure from other groups for representation. The membership of G.F.C. has now reached one hundred and thirty-six.

Such a large body, lacking a clearly defined organizational structure, represents so many diverse groups and interests that it can effectively handle only general issues that have these two characteristics:

1. They are of a direct and personal interest to every member.

2. They are simple enough that any reasonably intelligent individual (and we assume that every member of G.F.C. falls into this category!) can quickly acquire enough information to make a decision.

However, there are some issues which are of vital concern to only a small segment of the university community; and there are other, complex, issues which require some knowledge of history, the accumulation of factual background, and a careful analysis of the consequences of any particular course of action. On such issues, in a large assembly, only a small minority is prepared to make the effort to become sufficiently well-informed to be able to make a sound judgment. We believe that this contention is supported by an analysis of G.F.C. attendance which, for 1976, was as follows:

Administration	81%
Staff	50%
Students	40%

Thus, for a typical meeting, the majority of the elected members did not even make the minimal effort of attending.

General Faculties Council has, in fact, recognized its limitations in handling many difficulty and sensitive issues. It has deliber-

ately chosen in practice, if not in theory, not to exercise many of the powers given to it under Section 34 of The Universities Act. With respect to clause 34(1)(a), G.F.C. has been very reluctant to impose its will on the individual faculties on a matter of substance. The powers under clause 34(1)(n) have been delegated to the Admissions Requirements Committee. Clause 34(1)(o) incorporates perhaps the most important powers of G.F.C., but these powers have been delegated to the University Planning Committee in the areas of campus planning, a building program, and the budget, and to the A.A.S.U.A. and the Board where procedures concerning staff-University relationships arise.

We cite a number of recent specific issues with important academic implications in which G.F.C. has failed to play a significant role:

I. *The Size of the University.*

Although G.F.C. has on various occasions set up Committees to study this specific question and has always insisted that it should be heard on this issue, the fact remains that in 1974 important short-term objectives regarding total enrolment and lower year undergraduate enrolment in five faculties were established as a result of direct negotiations between the Board and the Department of Advanced Education. G.F.C. procrastinated for so long that, in effect, it had no input.

2. *The Quota System.*

All quota policies have enormous academic implications for the whole University; yet this issue has been taken out of the hands of G.F.C. and is now being handled by the Board of Governors.

3. *The replacement of the IBM computer with the Amdahl.*

The reversal of a decision to return the Amdahl computer is felt, by many among the academic staff, to have averted what might have been a serious problem. Negotiations on this question were conducted by an ad hoc group of academics and administrators who took little account of what G.F.C. had to say about the matter.

4. *Priorities within the University.*

It has been clear for some time that the explosive growth in enrolment and in funding during the '60's has been replaced by much smaller growth in enrolment and by funding that has barely kept pace with inflation. In consequence, not all of the academic units in the University community, i.e. the Faculties and Departments, can expect to meet their goals. Choices have to be made. And yet on this thorny question of priorities G.F.C. has not acted, so that the Board of Governors has found it necessary to act to fill a discernible gap in our planning process.

It is the Committee's considered judgment that to become more effective G.F.C. should be modified both in terms of size and in its relationship with its major standing Committees.

In considering size, the Committee took account of the following constraints:

(1) The new G.F.C. should be large enough to ensure representation from every major academic group on the Campus.

(2) The new G.F.C. should be small enough that:

  a) Every member should feel personal responsibility for the decisions taken by Council;

  b) On every major issue a large proportion of the Council should be adequately informed.

To satisfy requirement (1) the Committee decided that, since the Faculty is the designated organizational unit for both academic and budgeting purposes, each Faculty should be represented. Furthermore, the present balance between administration, students and academic staff should be maintained. Our proposal calls for roughly equal numbers of administrators, students and academic staff. This corresponds approximately to the number of each group actually in attendance at recent G.F.C. meetings. Adherence to these guidelines, even allowing for some overlap in representative roles, fixes the minimum size of the new G.F.C. at about forty members.

In order to achieve the second aim, that of making the G.F.C. a better informed body, the Committee recommends an integration of membership in the Council with membership in the Council's major Committees. This is standard practice in most legislative assemblies. The advantages are obvious. First there will be greater coherence in the policies of the Committees and parent body. Secondly, the knowledge and expertise acquired by Committee members can be brought to bear on other academic matters coming before Council. Thirdly, there will be leadership by Committee members in debating major issues that have been researched and analysed beforehand. Furthermore, the reduced size of the new Council will mean that a large proportion of its members will either be members of the Council's main Committees or have major administrative responsibilities and, therefore, be knowledgeable about a significant part of the University's operations.

The model outlined later in this Report provides that on the five major standing Committees there shall be twenty positions reserved for faculty and administrative members of Council and ten positions reserved for students. The few Council members not on standing Committees will be available to serve on the ad hoc Committees that the Council sets up periodically. Perceiving the need, however, for some outside membership on these Committees, we have recommended representation of faculty members from the University at large on all the major standing Committees except the Executive Committee.

We believe that the changes recommended in the model would lead to more active, working Committees and a more knowledgeable and informed Council. The principles may be summarized as follows:

1) The revised G.F.C. should be greatly reduced in size, consistent with,

   a) assuring that every Faculty has representation;

   b) maintaining an approximately equal proportion of administrators, academic staff and students.

2) The main standing Committees should be small working Committees with representation from administration, academic staff and students.

3) There should be at least partial integration in membership of these Committees and the parent body.

Some changes are possible in our model, both in composition and in size, but the Committee on University Legislation feels that the next logical step is for G.F.C. and the University community to debate the principles that we have elaborated.

To the question, "why change?" we would respond that do do nothing, as the previous G.F.C. Committees have recommended, is to continue the illusion that G.F.C. is an effective, senior, decision-making body dealing with the problems of the University. It means continuing the very large gap between what G.F.C. is authorized and supposed to do, and the reality of what it actually does.

INTER-DEPARTMENTAL CORRESPONDENCE

TO Ms. M.M. McCaughan
Secretary to Deans' Council

DATE March 28, 1977

FROM Dean of Arts

re: Draft Report of the President's Committee on University Legislation

On March 18 we received your request for the views of our Faculty on the Draft Report by April 1. When you were told that it would be impossible for us to discuss the Report in Council before April 12, you suggested that, rather than do without Council opinion, we hold our discussion at that time and carry the views of Arts Council directly to GFC on April 25, when a Final Report is to be considered.

Arts Executive Committee asks that the time-table for modification and formal consideration of the Report be changed to permit the faculties to discuss the draft provisions widely and in detail. The timing proposed will, generally, allow for only superficial and hasty debate, and in the case of Arts, for no contribution to the redrafting of the Report at the committee stage.

The proposals it contains for the restructuring of GFC are viewed as of considerable significance for individual staff members; and although the arguments in support of haste are understood (primarily that delay will make formal debate by experienced student members of GFC impossible, their terms coming to an end), they are not deemed sufficient to warrant depriving staff of the opportunity for constructive discussion and comment. Our Executive believes that the draft Report will be rejected out of hand by the academic community if the attempt is made to rush its consideration through GFC.

We anticipate that staff will wish to discuss at some length a number of issues:

1. The proposals raise the central question of where self-governance properly lies - in the hands of a body that is admittedly inefficient and cumbersome and perhaps ill-informed but broadly representative of a wide range of opinion and directly accessible to junior as well as senior staff or in the hands of a relatively closed group of well-prepared and experienced people who would be selected for service with (presumably) great care and would represent the community through the confidence placed in their respective talents rather than through the present mix of numerous interests (with full realization

that if such people are in fact not well-prepared, we would be worse off than at present).

2. The principle of student parity will probably come up for reexamination even though the proposal as it stands is simply to reduce the size of GFC according to existing shares. Not everyone is agreed, now, that student representation is successful in its present form, and the proposed reconstruction is likely to be seen as a legitimate opportunity to consider other means of seeking and acting on student opinion. In any case it may be argued that a reduction in the size of GFC will in fact change the context for student representation (through, for example, a marked reduction in the number of experienced administrators present when decisions are made).

3. Departments, as the most important components of the entire system, are seen by many as under-represented. Provision of a single guaranteed seat for the chairmen of the University is probably meaningless, or worse, a theoretical acknowledgment that their interests will be satisfied. As the members of staff who most completely combine the administrative and academic roles, their representation on GFC has been an issue for years, and it will undoubtedly be debated anew. It may be, for example, that a reduction in the number of students could be viewed as an opportunity to increase significantly the number of chairmen. On the other hand, since the proposals allow in theory for the election of chairmen to the staff seats available, there will probably be great concern that non-administrators should by some means be assured substantial representation.

4. Since the smaller the governing group the greater the likelihood of misunderstanding and ignorance on the part of the larger community, there may very well be a contingent demand for a mechanism guaranteeing better and more meaningful communication. There has never been a full-fledged study of what constitutes genuine communication on the campus. Conceivably that should precede consideration of the changes proposed.

5. There may be a call for more detailed consideration of the function of the GFC Executive and of the proposed Planning and Priorities Committee before approval is given. What is likely to be the power and effect of these very small bodies, given their access to information and administrative opinion, on the one hand, and their isolation from the mix of opinion, on the other?

Arts Executive has circulated the draft Report to all staff in the Faculty and will attempt to arrange for its discussion immediately, but we do not believe that hasty discussion of this sort will suffice.

R. G. Baldwin

cc: Deans of Faculties

REPORT OF THE PRESIDENT'S COMMITTEE ON UNIVERSITY LEGISLATION

PART I - GENERAL FACULTIES COUNCIL

INTRODUCTION

After the debacle which attended the attempt of the Department of Advanced Education to remodel the legislation governing the Universities in Alberta, the President decided to establish a new Committee to examine University Legislation. To this end he asked each Dean for suitable names and from them he chose the members for his Committee, to which he added the President of the Students' Union and the President of the Graduate Students' Association.

While the intent of this President's Committee was to examine the whole governing structure it was agreed that, as this would be a very lengthy process, the structure of General Faculties Council and its chief committees should be examined first and that recommendations for change in this area should be submitted before proceeding with the remainder of the task.

THE PROBLEMS

The problems perceived by the President's Committee with regard to the present system may be enumerated as follows:

1. General Faculties Council in its present form is too large and too time consuming.

   The following drawbacks were seen to result from the size of Council:

   - Lucid, incisive discussion is difficult to achieve in a unwieldy group of up to 134 people.
   - General Faculties Council is charged with the responsibility of making decisions on many matters. But in order to allow all those who wish to speak to do so, much time is often spent on achieving very little. (Probably for this reason General Faculties Council over the years has been forced to delegate a large part of its decision-making power.)
   - Members are often frustrated when there is a heated debate by their inability, in a mass meeting, to catch the Chairman's eye at the right moment in order to speak.
   - New members often feel intimidated and refrain from active participation. They are often confused by the discussion but hesitate to ask for clarification.
   - There is a waste of valuable time in having such a large number of people involved in General Faculties Council and its committees; the time of many members would be spent more profitably in teaching and research.

2. It is too difficult to fill the present number of G.F.C. seats with dedicated people.

   Seats of General Faculties Council are no longer coveted positions so that very often staff and students interested in administration cannot be found in the required numbers; many members, while in theory elected, obtain their seats by virtue of being the only candidates. Members' enthusiasm for the work of General Faculties Council is reflected in the attendance figures for 1976 which were as follows:

Administration	81%
Staff	50%
Students	40%

3. The G.F.C. Committee system is too large and too time-consuming.

   Despite the recent efforts of the G.F.C. Executive to reduce the number of G.F.C. Committees there are still so many of them that it is impossible for General Faculties Council to keep track of what they are doing. Sometimes there is overlap of authority; terms of reference are often ambiguous or uncertain and upon which issues the committees should report back to General Faculties Council is often far from clear. Furthermore, complaints are regularly made that it takes an inordinate amount of time for committees to discuss an issue and report back. In order to expedite matters there is a growing tendency to approach G.F.C. committees directly with certain types of items that formerly were directed in the first instance to the G.F.C. Executive Committee.

4. There is an assumed analogy between General Faculties Council and a parliamentary body.

   The President's Committee believes this analogy to be false. The constant pressure to swell the ranks of General Faculties Council still further is based on the premise that all constituent groups should have representation on Council. The President's Committee submits that this principle would be appropriate for a democratic parliamentary body but is inapplicable to General Faculties Council whose role is primarily that of a decision-making body.

GUIDING PRINCIPLES

The principles to which the President's Committee adhered in devising its Recommendations may be summarized as follows:

1. In these times of financial difficulty a more efficient deployment of human and material resources in the service of teaching, scholarship and research at this University is of paramount importance. However, no drastic, revolutionary change is warranted because the Committee has implicit faith in the desirability of retaining a broadly elected Council with its present responsibilities and authority in the realm of academic affairs.

2. Quality not quantity should be the key note. The present Council would be strengthened rather than weakened by making a modification in the size of Council and its planning committees in order to enable them function more effectively and to improve the quality of the decision making. Furthermore, the elected staff and student members should no longer have a large number of reluctant volunteers in their midst. Elections should be set up such that only those persons who can prove their ability and concern to the electorate would be chosen for membership: membership would become a prize rather than a chore.

3. The University Council should be comprised, in roughly equal numbers, of elected staff, students and administrators. The President's Committee realized that the bulk of the administrator category would be comprised of deans who, being administrators for a comparatively short period, would share the views and the concerns of the staff in general. The Committee also recognized that the viewpoint of students was essential in any institution the primary purpose of which was the education of students. Furthermore, the Committee recognized the valuable contribution in time and effort which is presently made by students to the governance of this University.

4. Support groups do not need representation; a "need-to-know" basis is not sufficient reason for membership of Council (endorsed by G.F.C. November 19, 1973). Groups with a special interest can be invited to participate as the need arises. Agendas and reports of debates are widely circulated so that all may be apprised of the items coming up for debate.

5. Elected Members should not be viewed as carrying a mandate from their respective faculties (endorsed by G.F.C. November 19, 1973); they are not instructed delegates.

6. The University Council should continue to require the Executive Committee to act in the manner of a clearinghouse; that is the Executive Committee may forward matters to more appropriate bodies when it sees fit (endorsed by G.F.C. November 19, 1973) and should impose a time limit for reporting back.

7. A better vehicle is required for long term planning. A Planning and Priorities Committee, which would have the benefit of public input through the inclusion of a Senate member, is therefore proposed.

8. A component of each planning committee must be drawn from the University Council. While this undoubtedly makes for a heavy load for eight faculty members and eight students, it is envisaged that these people will become extremely knowledgeable and important; that they will thereby bring to their more technical committee duties a greater understanding of the overall process; conversely, they will be able to make a valuable contribution to discussion at Council in matters coming from their planning committee.

RECOMMENDATIONS

Recommendation 1.

THAT General Faculties Council be replaced by THE UNIVERSITY COUNCIL.

Composition:

The President as Chairman	1	
3 Vice-Presidents	3	
9 Deans selected by Deans' Council [It shall be recommended to Deans' Council that these deans be chosen as follows: The Deans of the four largest faculties: Arts, Science, Education, Medicine The Dean of Graduate Studies and Research Four deans to be selected from all of the remaining deans]	9	13 voting Administrators
1 Department Chairman selected by the Chairmen's Council.	1	
The following faculty members, excluding deans, to be elected by each faculty as follows:		
Faculties with more than 200 members elect 3* (Arts and Science)		
Faculties with more than 100 but less than 200 elect 2* (Education and Medicine)		
All other (13 in number), elect 1 each*		14 Staff
* Provided that the number of representatives from each faculty is reduced by the number of appointments made from the faculty by the Deans' Council and the Chairmen's Council.		
President of the Students' Union	1	
President of the Graduate Students' Association	1	13 Students
Elected Students	11	
Total Voting Membership		40

Resource persons as required who shall be non-voting attendees (e.g. Registrar, Chief Librarian, President of A.A.S.U.A.)

Secretary to Council (non-voting)

Terms of Office

As established by The Universities Act.

Terms of Reference

As contained in The Universities Act.

Quorum: To be agreed by Council

Alternates

All deans may have alternates.
In small faculties where there is only one representative, an elected alternate may attend.

EXPLANATORY NOTES RE THE UNIVERSITY COUNCIL

1. The formula devised provides that there shall be at least one member from every faculty and that, in small faculties from which there is only one staff member, an alternate will be permitted to ensure representation at all times.

2. As is at present the case, any staff, student or administrator may ask the Council to consider any matter coming within the purview of the Council. When such an item is discussed, the originator of the item shall be invited to attend and to participate freely in the debate.

3. Meetings of the Council shall be open and, as is at present the case, anyone interested may attend and may address Council upon obtaining permission from the Chairman (such permission has never been refused).

4. Agendas shall be advertised as at present in Folio so that the community at large may be apprised of forthcoming business. (These could also be advertised in Gateway). Similarly, accounts of the debates at Council and the decisions made are widely available. Moreoever, rarely is a decision of Council considered irrevocable so that requests for a reconsideration of an item can always be made.

5. The terms of reference would be as set out in The Universities Act (section 34). The University Council, would from time to time, examine its terms of reference with a view to recommending improvements. In this regard, the President's Committee was of the view that an expanded role for Deans' Council should be examined and that there should be more faculty autonomy where this was possible without having a harmful effect upon other faculties.

Recommendation 2.

THAT there be a UNIVERSITY COUNCIL EXECUTIVE COMMITTEE

Composition:

The President - Chairman

Six members elected by and from the University Council comprising:

Two administrators
Two faculty members
One undergraduate student
One graduate student

Terms of Office:

3 year term for faculty members
1 year term for student members
(all members may be re-elected)

Terms of Reference:

1. To receive the initial documentation on all matters requiring attention which come within the purview of the Academic Council; excepting those matters concerning which the University Council has delegated authority to act to one of its committees.
2. To determine which issues should be referred to University Council Committees, or other bodies, and on referral to request reports within a specified period of time.
3. To isolate the issues on matters discussed by the Executive prior to discussion at University Council.
4. To make decisions on those matters upon which the University Council has delegated its authority to the Executive.
5. To search out issues which are in need of discussion.

[It is recommended that detailed terms of reference be drawn up by the University Council.]

Recommendation 3.

THAT there be a PLANNING AND PRIORITIES COMMITTEE OF THE UNIVERSITY COUNCIL.

Composition:

The President - Chairman
The Vice-President Academic
The Vice-President Finance and Administration
The Vice-President Planning and Development

Six members elected by the University Council comprising:

Two faculty members from the University Council
Two faculty members from the University at large
One undergraduate student
One graduate student

One member nominated by and from the Senate

Terms of Office:

3 year term for faculty members
1 year term for student members
(All members may be re-elected)

General Terms of Reference:

To draw up long range academic, physical and financial plans for approval by the University Council and the Board of Governors and to consider any matter referred to it in connection with long range planning.

To determine priorities in the allocation of resources.

[It is recommended that detailed terms of reference be drawn up by the University Council.]

Recommendation 4.

THAT there be an ACADEMIC DEVELOPMENT COMMITTEE OF THE UNIVERSITY COUNCIL.

Composition:

The Vice-President (Academic) - Chairman

Six members elected by the University Council comprising:

Two faculty members from the University Council
Two faculty members from the University at large
One undergraduate student
One graduate student

General Terms of Reference:

1. To study and recommend upon matters of academic concern which are referred to it by the University Council Executive.

2. To act upon matters concerning which authority has been delegated by the University Council.

[It is recommended that detailed terms of reference be drawn up by the University Council.]

Recommendation 5.

THAT there be a FINANCIAL DEVELOPMENT COMMITTEE OF THE UNIVERSITY COUNCIL.

Composition:

The Vice-President (Finance & Administration) - Chairman

Six members elected by the University Council comprising:

Two faculty members from the University Council
Two faculty members from the University at large
One undergraduate student
One graduate student

General Terms of Reference:

1. To recommend to the University Council with respect to such financial matters as the University Council shall decide.

2. To act upon financial matters concerning which authority has been delegated by the University Council.

[It is recommended that detailed terms of reference be drawn up by the University Council.]

Recommendation 6.

THAT there be a CAMPUS DEVELOPMENT COMMITTEE OF THE UNIVERSITY COUNCIL.

Composition:

The Vice-President (Planning & Development) - Chairman

Six members elected by the University Council comprising:

Two faculty members from the University Council
Two faculty members from the University at large
One undergraduate student
One graduate student

General Terms of Reference:

1. To recommend to the University Council with respect to such matters as the University Council shall decide.

2. To act upon those matters concerning which authority has been delegated by the University Council.

[It is recommended that detailed terms of reference be drawn up by the University Council.]

Recommendation 7.

THAT the University Council consider one of its first tasks to be an examination of its terms of reference bearing in mind that while it is necessary to delegate some of its authority and desirable to increase faculty autonomy in faculty matters, it is essential to ensure that all broad policy in academic matters be retained within the direct authority of the University Council.

[It is recommended that detailed terms of reference be drawn up by the University Council.]

Recommendation 8.

THAT the University Council consider one of its first tasks to be the re-examination of its committee system with a view to reducing the number of committees, reducing the size of the remaining committees and specifying precisely their terms of reference.

[It is recommended that detailed terms of reference be drawn up by the University Council.]

J. W. Bilsland
J. Cherwonogrodzky
R. T. Coutts
R. G. Glassford
H. E. Gunning (Chairman)
M. M. McCaughan
P. N. McDonald
P. J. Miller
D. Quon
R. E. Rossall
W. R. Thorson

MMM/gf

FACULTY OF ARTS EXECUTIVE COMMITTEE REPORT: SEPTEMBER 1977

1. Student Appeals

1.1 Name Withheld

This student sought exemption from the regulation that a Category C student required to withdraw from the Faculty must normally wait a year before readmission will be considered. Her appeal was based on the grounds that "the circumstances that interfered with my studies last semester have been overcome, and after a summer of seriously questioning and probing my motivation and intentions, I am convinced of my ability to satisfactorily complete this academic year." In light of the student's unsatisfactory record, the Executive did not feel that her request for immediate readmission could be supported.

Appeal denied.

1.2 Jan Kristian Grude

Mr. Grude asked that he be granted the B.A. in Canadian Studies, notwithstanding a grade of 3 in one of two single-term courses taken to satisfy the French language requirement. The request was supported by the Department of Romance Languages and the Canadian Studies Committee, it being noted that although Mr. Grude failed the prerequisite French 205, he was inadvertently permitted to register in the more advanced French 206, and that he achieved a passing grade in the latter course.

Appeal upheld.

1.3 Sun Wah Yu

Mr. Yu was admitted to the B.A. after B.Comm. program in September 1977 with credit for several courses taken in the Faculty of Business Administration and Commerce, including BUS 306/307. The latter courses were accepted for transfer purposes as the equivalent of ECON 395/396. However, Mr. Yu requested that they be considered as satisfying the B.A. program requirement of a junior laboratory science (despite the fact that BUS 306/307 do not have a lab. component). Mr. Yu's argument was based on the grounds of reciprocity. The Faculty of Business Administration and Commerce accepts STAT 255 as the equivalent of BUS 306/307; STAT 255 (which has a lab. component) is on the Arts list of approved laboratory science courses; hence Arts Faculty should give reciprocal recognition to BUS 306/307. The request was denied by the Student Program Office on two counts: (1) it contravenes the Faculty regulation that courses outside the Faculties of Arts and Science not be used to meet specified program requirements; (2) the equation of BUS 306/307 with STAT 255 by the Faculty of Business Administration and Commerce may be quite legitimate for their purposes, but that equation does not satisfy the Arts requirement of an approved junior laboratory science. There was no element of hardship in the appeal, nor did the Executive find in Mr. Yu's argument a good and sufficient reason for overruling the SPO.

Appeal denied.

2. Committee Memberships (reported for information)

2.1 Faculty Salaries and Promotions Committee

Elected by Faculty-wide ballot
for three-year terms
C. W. Hobart, Sociology
J. O. Orrell, English
S. M. M. Qureshi, Political Science

Continuing Members
E. Egert, Germanic Languages
A. M. Munn, Music

2.2 Tenure Committee: Faculty Panel

Elected by Faculty-wide ballot for two-year terms	Continuing Members
L. W. Conolly, English	H. T. Lewis, Anthropology
J. C. Hackler, Sociology	J. A. Lejnieks, Political Science
P. E. Prestwich, History	T. Rolston, Music
M. Sabatini, Romance Languages	J. R. Wilson, Classics

3. Makeup of Staff Advisory Selection Committees: Non-Departmental Representative

Council in November 1976 accepted the Executive recommendation that membership on Staff Advisory Selection Committees include "one Faculty representative from outside the department selected by the department concerned according to procedures approved by it (and recorded with the Dean)." The wording was intended to comprehend a staff member from the Faculty of Arts. However, in a letter dated September 6, 1977, Professor Scarfe, the Chairman of the Department of Economics, suggested that from the point of view of his Department there are circumstances in which it would be preferable to have a representative from either the Department of Rural Economy or the Faculty of Business Administration and Commerce. Professor Scarfe therefore proposed that the definition be expanded so that the Department of Economics will have the option of substituting an extra-Faculty representative whenever it sees fit. The Executive approved the specific request of the Department of Economics, and will in fact recommend to Council on September 27 that the legislation governing the makeup of Staff Advisory Selection Committees be revised so that all departments will have this option (it being understood that the selection of the non-departmental representative will in any event be to the exclusion of joint appointments).

4. Supplementary Professional Activities Limitation (reported for information)

The Faculty of Graduate Studies and Research, which is responsible for setting limits on the allowable income from contracted research and research grants, is considering raising the limit from two to three months (so that the remuneration from contracted research and research grants may not exceed the equivalent of three months' salary for the staff member concerned).

5. Notice of Delay re: Advance Registration Committee Report

The *ad hoc* Committee was unable to meet comfortably the September 1977 deadline for submission to Council, and the report will therefore in all probability be given a place on the agenda for the October 25 meeting.

ARTS FACULTY COUNCIL

Minutes of Meeting of May 17, 1978

2:00 - 4:00 p.m.

PRESENT: R. G. Baldwin (Chairman), B. R. Abu-Laban, R. F. Anderson, J. W. Bilsland, W. A. Blanchard, R. N. Bosley, R. J. Buck, A. D. Cairns, R. P. Cirillo, F. D. Clandfield, J. A. Creore, A. B. Crighton, O. P. Dickason, W. Eastman, E. Egert, F. C. Engelmann, B. L. Evans, G. F. N. Fearn, N. Fetterman, W. D. Gainer, J. R. Giard, R. Gillies, R. Gruhn-Bryan, K. L. Gupta, C. S. Hale, D. J. Hall, H. A. Hargreaves, B. L. Harris, R. T. Harrison, R. R. Hett, R. Hoffpauir, F. G. Hulmes, M. Jendyk, D. C. Johnson, C. E. Kenneson, J. C. MacKenzie, M. Mannes, G. Marahrens, R. E. McKown, R. J. Middleditch, I. Moravcik, A. M. Munn, J. M. Nelson, N. J. Parker-Jervis, G. S. Peacock, F. C. Pier, T. M. S. Priestly, E. Reinhold, M. T. Roeder, P. A. Runquist, G. W. Sadler, B. L. Scarfe, B. Schwartz, A. Scott-Prelorentzos, A. M. Small, R. C. Smith, R. A. Stangeland, J. A. Sybesma-Ironside, D. Teeuwsen, L. H. Thomas, U. Trumpener, T. S. Veeman, E. H. Waugh, M. A. Whitaker, R. G. Whitinger, J. N. Wickenden, S. J. C. Williams, C. R. Wilson.

1. Motion re: Agenda Addition

Council failed to give the necessary two-third's majority to a resolution from the Department of Germanic Languages (moved by the Department Chairman, Professor Marahrens, and seconded for purposes of discussion by Professor Munn) that there be added to the agenda reconsideration of the list of students elected to Council and to Executive Council and reported to Executive Council on April 11. (Note: The issues are reported at some length in the Minutes of the Executive Council meeting of April 11, and are therefore not recapitulated in the May 17 Minutes). The vote was deplored by Professor d'Alquen of the Department of Germanic Languages, who asked that it be read into the Minutes that, in his view, Council did not want to live up to its responsibilities, and that he therefore did not want to partake in its deliberations. Professor d'Alquen then left the meeting.

2. Executive Committee Report

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

One item was removed for separate consideration.

2.1 Policy and Procedures Governing Student Representation on Council

[ref. item 4.2, Exec. Report]

In light of the issues arising out of the nomination and election of students to the 1978-79 Arts Council (ref. item 3, AEC, 11/4/78), the Executive Committee was instructed to bring to Council a set of procedures that would come as close as practicable to ensuring that student members be truly representative of the departments concerned. The Executive recommendations were put to Council on a motion by Mr. Gillies, seconded by Professor Bilsland,

(1) That certain students shall be deemed to be "clearly identifiable" as to departmental affiliation: B.A. (Honors), B.Mus., B.F.A., B.A. (Special), and B.A. (Canadian Studies). (Note: The intent is that these

students be identified by their primary concentration, it being understood that Canadian Studies students must also have a principal subject.)

(2) That B.A. (General) students be eligible to stand for election from a given department on the basis of a simple declaration of their primary concentration, provided that they have successfully completed and/or are registered in one full-course equivalent per four-course "year" in the area of declaration (the declaration to be made to the departmental scrutineer and the program of record to be determined, i.e. specified, as at the date of nomination).

(3) That there be provision for ratification of the departmental student elections by full Council.

(4) That there be provision for a by-election (i) in the event that Council declines to ratify a particular election, or (ii) in the event of a vacancy occurring after election and ratification have taken place. (Note: This does not affect the existing regulation that "in the event that a department is unsuccessful in electing students in the spring, then the seat(s) will remain vacant for the year.")

(5) That there be no change in the existing voting procedures, which admit the possibility of an Arts student casting a ballot at any one of the departmental voting stations, and which require the presentation and punching of the Students' Union I.D. card to ensure one vote per student.

These recommendations were modified as follows.

Amendment #1 (moved by Professor Marahrens, seconded by Professor Munn)

That in recommendations (3) and (4) above the words "ratification" and "ratify" be changed to "approval" and "approve".

Amendment carried.

Note: The thrust of the amendment is to emphasize that the slate of students-elect be submitted to full Council for endorsation and not merely for information.

Amendment #2 (moved by Professor Marahrens, seconded by Professor Munn)

That a sixth stipulation be added, namely that a student standing for election from a given department must have been nominated by at least two other students from that department for the election to be approved.

Amendment carried.

Note: This amendment eliminates the possibility of a student simply nominating himself or herself and then being elected by acclamation. The nominee must henceforth demonstrate that he or she has the support of

at least two other students from the department of record.

The vote was then taken on the main motion, as amended.

Motion carried.

> Note: The Executive may raise with Council at a later date the question whether a procedural requirement--which has been suspended but has never been rescinded--should be reinstituted, namely "that each department of the Arts Faculty should be responsible for calling a meeting of students once a year for the purpose of offering and receiving nominations" (ref. rec.3 of the Gainer Report on Student Representation, approved by Arts Executive Council on March 3, 1973).

Two additional items in the Executive Report were singled out for special attention.

2.2 Course and Calendar Change Committee [ref. item 2, Exec. Report]
Dean Baldwin pointed out that approval of the Executive Report would carry with it ratification of a change in the structure of the Course and Calendar Change Committee (membership on this Committee having been increased by one).

2.3 Report of the GFC Committee for the Improvement of Teaching and Learning [ref. item 6, Exec. Report]
Council was alerted to the existence of a CITL report and questionnaire on procedures for evaluating instruction in a University setting.

It was then moved by Professor Munn, seconded by Professor Scott-Prelorentzos,

THAT the Executive Committee Report be approved by Council.

Motion carried.

3. Spring Graduands
[The CAS and Honors Reports having been distributed at the start of the meeting, copies are attached to the official Minutes only.]

3.1 Report of the Committee on Academic Standing
It was moved by Professor Runquist, seconded by Professor Smith,

THAT Council approve the recommendations in the CAS Report for the Dr. John MacDonald Gold Medal in Arts, the degrees, and the special certificates;

AND THAT Council receive for information the confidential list of students who failed to meet degree requirements.

Motion carried.

Four special cases were then put to Council (the circumstances being outlined on pp.16 & 17 of the CAS Report).

(1) It was moved by Professor Runquist, seconded by Professor Jendyk,

THAT Brian Wallace Semkow be granted the B.A. (Special) Certificate with Distinction.

Motion carried.

(2) It was moved by Professor Runquist, seconded by Professor Jendyk,

THAT Lothar Friedrich Weniger be granted the B.A. (General) degree.

Motion carried.

(3) It was moved by Professor Runquist, seconded by Professor Munn,

THAT Bryant Arthur Dennis be granted the B.A. (General) degree.

Motion carried.

(4) It was moved by Professor Runquist, seconded by Professor Munn,

THAT Thomas Henry Varty be granted the B.A. (General) degree.

Motion carried.

3.2 Honors Committee Report

It was moved by Professor Reinhold, seconded by Professor Buck,

THAT Council approve the recommendations in the Honors Committee Report for the Governor General's Gold Medal winner and the Honors graduands (the surname of one of the students having been corrected to read: Pochylko).

Motion carried.

4. Report of the Course and Calendar Change Committee

[Professor M. Gulutsan, the Director of the East European Studies Division, was present for the discussion of the report and addendum, copies of which are attached to the official Minutes.]

One of the new course proposals carried the notation that there was not sufficient consensus in Committee to put it forward with a recommendation for approval. This course was removed for separate consideration, on a motion by Professor Moravcik, seconded by Professor Creore,

THAT Council approve INT D 341, Romania and the Romanians (as described on p.2 of the Committee report).

Speaking on behalf of the Course and Calendar Change Committee, Professor Reinhold explained that there was no direct objection to INT D 341 on either the grounds of academic viability or overlap with existing courses, but that in consultation with interested departments and in discussion in Committee a number of questions had been raised, such as, for example: Is the number of students interested in this course sufficiently large to justify it? Is the whole area of East European study being fragmented too finely by the introduction of specialist courses of this nature? There were also concerns about the instructional force behind INT D 341, and about the financial implications.

In response, Professor Gulutsan emphasized that the new course was important to the overall EES program, in terms of offering something outside the existing Slavics component. He noted too that a committee of academics from several departments had participated in the development of INT D 341; that these individuals had volunteered to assist in the implementation of the

course, and that there was also evidence of interest on the part of the Romanian community. Council was also provided with a brief outline of the syllabus of the course, together with assurances about the availability of reading materials. Support was also forthcoming from the Department of Romance Languages, the Chairman, Professor Creore, having indicated that her department offers two courses in the Romanian language and that it anticipates a demand for the new EES offering.

Motion carried.

It was then moved by Professor Reinhold, seconded by Professor Bosley,

> THAT Council approve the Report of the Course and Calendar Change Committee, including the addendum.

Prior to the vote, the submission from the Department of History was amended (ref. p.3 of the report).

> HIST 316. The History of Ukrainians in Canada.
> It was recommended that the course be offered in 1978-79, although it will not appear in the Calendar until 1979-80.
>
> HIST 476. Topics in Canadian Business History.
> The course description was deleted.

Motion carried
(approval of report, as amended).

5. Dean's Report on Arts Resolutions to the Board of Governors

Dean Baldwin read to full Council the text of Arts Executive Council's April resolutions on the inadequacies of the University budget (ref. item 4, AEC, 11/4/78), and summarized the response of the central administration and the Board of Governors. The Dean reported that both the administration and the Board had taken exception to the terminology of the resolutions, and that they were especially disturbed by the implication of any deficiency on their part in the preparations for the budget negotiations with the Provincial Government and in the negotiations themselves. However, in a subsequent meeting of the Board Executive with the Deans' Council it was evident that the Arts resolutions were symptomatic of a growing sense of anxiety and concern on the part of the academic staff and of the need for better communication between the administration and the Board, on the one hand, and the university community, on the other. Having noted that the latter was itself the first ever business meeting of these two groups, Dean Baldwin expressed the belief that the Arts initiative would lead to a more useful and better working relationship on campus.

6. Adjournment

By general consent, the meeting was adjourned at 4:00 p.m.

Chairman.

ARTS FACULTY EXECUTIVE COMMITTEE REPORT: Meeting of May 9, 1978

1. Student Appeal: Norma Laureen Moffat
Ms. Moffat has been pursuing a B.A. (General) degree on a part-time basis for a number of years, including periods of enrolment at the University of Manitoba and Carleton University, and her current registration in the Faculty of Arts at the University of Alberta (January 1977 to date). She is now lacking three courses for completion of the degree, including the Faculty requirement of a laboratory science. Ms. Moffat sought permission to substitute a non-lab science course for the latter requirement, on the grounds that she is a single parent working full-time to support her family; that her studies are restricted to the Evening Credit Program, and that an appropriate lab science course is not available in the ECP program.
Appeal upheld.

2. Course and Calendar Change Committee
The Executive extended Professor E. Reinhold's appointment as chairman for a two-year term (i.e. to June 1980), so that there will be continuity on the committee during the course of an extensive review of the calendar format. In addition, membership on the committee was increased by one, the new slot to be filled by Professor G. F. N. Fearn of the Department of Sociology.

3. Disposition of Proposal to Establish a Faculty of Music at the University of Alberta (reported for information)
The University Academic Development Committee has recommended against implementation of a proposal from the Department of Music for the establishment of a separate Faculty of Music.

4. Student Representation on Arts Council
4.1 Slate of Students-Elect to the 1978-79 Executive Council
Arts Executive Council on April 11, 1978 received for information the slate of students-elect to the 1978-79 Council. The slate was at first challenged, on the grounds that some of the students could not be accepted as legitimately elected because their affiliation was not with the department that sent the names forward (the students having on this occasion interpreted the governing legislation and the material publicizing the election to mean that they could stand for election from "the department of their choice," whether or not they had taken any courses offered by that department, and having accordingly organized the filing of the nominations so that there would not be a surplus of students vying for election in one department and uncontested seats in another). However, a straw vote was taken to test Council's reaction (there being no specific legislation calling for ratification by Council of the departmental student elections), and the vote was overwhelmingly in favour of acceptance of the slate (it being understood that acceptance of the seeming irregularities would not imply any precedent for the future, but that it would enable Council to move on to the larger issue arising out of these elections, namely a reexamination of the principle and mechanics of departmental student representation).

The Executive Committee subsequently received from the Department of Germanic Languages an expression of its "displeasure with the Executive Council's ratification of the election," together with an urging that this matter be discussed by full Council. The Executive decided that it would not itself establish a precedent by giving this item a place on the agenda of full Council (Arts Executive Council being constituted, and having acted on April 11, as a fully delegated body of full Council), but takes note of the fact that the forthcoming May 17 Council meeting affords an opportunity for anyone to reopen the matter, should a change in agenda be supported.

4.2 Policy and Procedures Governing Student Representation on Council
Having considered a number of options, Arts Executive Council on April 11 reaffirmed departmental student representation as the overriding principle, and referred to the Executive Committee the task of devising procedures that will ensure "true representation." Accordingly, the Executive will recommend to Council on May 17 that student eligibility be determined on the basis of the following criteria:

(1) That certain students shall be deemed to be "clearly identifiable": B.A. (Honors), B.Mus., B.F.A., B.A. (Special), and B.A. (Canadian Studies).

(2) That B.A. (General) students are eligible to stand for election from a given department on the basis of a simple declaration of their primary concentration, provided that they have successfully completed and/or are registered in one full-course equivalent per four-course "year" in the area of declaration (the program of record to be determined as at the date of nomination).

The Executive will also recommend:

(3) That there be provision for ratification of the departmental student elections by full Council.

(4) That there be provision for a by-election (i) in the event that Council declines to ratify a particular election, or (ii) in the event of a vacancy occurring after election and ratification have taken place. (Note: This does not affect the existing regulation that "in the event that a department is unsuccessful in electing students to Council in the spring, then the seat(s) will remain vacant for the year.")

(5) That there be no change in the existing voting procedures, which admit the possibility of an Arts student casting a ballot at any one of the departmental voting stations, and which require the presentation and punching of the Students' Union I.D. card to ensure one vote per student.

5. Department of English Request for a Feasibility Study of a 4-Year B.A. (General) Program
The Executive received from the Department of English a resolution that the Faculty of Arts be encouraged "to consider the feasibility of substituting a four-year B.A. (General) program for the present three-year B.A. (General) program." The resolution was referred to the Curriculum

Committee, it being understood that the committee has on a future agenda a reexamination of the existing 4-year B.A. (Special) program, in consultation with the departments.

6. Report on Procedures for Evaluating Instruction in a University Setting
The Executive received from the GFC Committee for the Improvement of Teaching and Learning a copy of a Report on Procedures for Evaluating Instruction in a University Setting (the CITL having in March 1976 been asked to study and present to GFC "suggested guidelines or criteria for judging the teaching ability of an instructor and ways of applying these guidelines"). The GFC committee invited consideration and comment before June 1, 1978, and offered the option of various kinds of responses: (1) a statement from a Faculty committee, (2) a personal brief, or (3) completion of the questionnaire accompanying the CITL report. In light of Arts Council's May 1977 acceptance of a Faculty document pertaining to a number of issues raised in the CITL report (i.e. the FSPC statement of criteria for the evaluation of academic staff), the Executive decided that its response would take the form of a submission of the pertinent sections of that document. The Executive has also arranged for an appropriate number of copies of the CITL report and questionnaire to be made available to departments, for individuals and departmental groups who are interested in being consulted.

7. Approval of Minutes of Arts Executive Council Meeting of April 11
In accord with procedures adopted by the Faculty, the Executive approved the Minutes of the Arts Executive Council meeting of April 11.

See Exec. Committee Minutes of
June 29, 1978 re: revisions
Also: November 24 1978

REPORT OF THE MAY 1978 MEETING OF THE FACULTY OF ARTS COMMITTEE ON ACADEMIC STANDING

1.1 Recommended for the Dr. John MacDonald Gold Medal in Arts

KATHY ANNE MEIER		EDMONTON

1.2 Recommended for the Degree of Bachelor of Arts (General)

MICHAEL JOSEPH ABERCROMBIE		CALGARY
ROSS CAMPBELL ADSHEAD		EDMONTON
JANET NINA ALEXANDER	DISTINCTION	EDMONTON
BARRY ROSS ALLOWAY	DISTINCTION	EDMONTON
MARIE-ANNE RAYMONDE ALWARD	DISTINCTION	EDMONTON
ELIZABETH MARIE AMERONGEN		EDMONTON
GUY HAMPTON ANDERSON		CAMROSE
MARK CLIFFORD ANDERSON	DISTINCTION	TWO HILLS
CURTIS ARTHUR ANDRESSEN		CAMROSE
JOHN BANDSTRA		EDMONTON
HEIDI ORVOKKI BARCK		EDMONTON
MICHELLE MARIE BEAUDRY		EDMONTON
INGO KARL BECKER		FORT SASKATCHEWAN
MARK BÉLANGER		CALGARY
MICHAEL DANNY BELSEK		ST. PAUL
KAREN EVELYN BENKE		SHERWOOD PARK
TERESA BARBARA BEREZNICKI	DISTINCTION	EDMONTON
BRIAN JOHN BERGMAN	DISTINCTION	EDMONTON
EARL GREGORY BLACKLOCK		FORT SASKATCHEWAN
LESLIE BERNARD BLOCK		EDMONTON
ELIZABETH MARIE BLOMERT		EDMONTON
DEBORAH LINA BLUM	DISTINCTION	CALGARY
DOUGLAS JOHN BLUMER		EDMONTON
MICHAEL BOEKHOVEN		EDMONTON
BEVERLY ANNE BOGDA	DISTINCTION	EDMONTON
ANNE VERA BOGOWICH		EDMONTON
SUSAN MARIAN INA BOTTERN	DISTINCTION	PONOKA
JAMES LINDSAY BOWEN		EDMONTON
MARTHA SUSANNA BOYCHUK		EDMONTON
DIANE GAIL BRACUK		EDMONTON
DAVID BRUCE BUCKELL		EDMONTON
LILIANA BURSTYN		EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

MARILYN BUTCHART		NORTHWEST TERRITORIES
DOROTHY CAMERON		ONTARIO
LINDA MARY CAPEL		ONTARIO
CHARLES PATRICK CATT		EDMONTON
GARY HENRY CHAN		EDMONTON
PEGGY LO LING CHAN		EDMONTON
THOMAS KENT CHAPMAN	DISTINCTION	RED DEER
DAVID ANTHONY CHECKLAND	DISTINCTION	EDMONTON
DEBORAH CHRISTINE CHELICK		FAIRVIEW
SUSAN WENDY CHIBUK		WILLINGDON
JAMES ALLEN BRUCE CHRISTENSEN		EDMONTON
JULIA SIU WAH CHU		HONG KONG
VERONICA JOSEPHINE CHUCHMAN		EDMONTON
MICHAEL WAYNE CHWOK	DISTINCTION	EDMONTON
VITTORINA CIMINO		EDMONTON
DEBRA ANNE COFFIN		EDMONTON
SARAH MELINA COLE		EDMONTON
BETH ELAINE COREY		NEW BRUNSWICK
DEBRA LOUISE CRIPPS		EDMONTON
JANICE MARY CROCKETT		EDMONTON
PAULA ROCHELLE CRYDERMAN		EDMONTON
MARY ALLISON CULHAM	DISTINCTION	EDMONTON
JAMES PATRICK DALSIN		EDMONTON
DOUGLAS SMITH DARTNELL	DISTINCTION	EDMONTON
LUC JOSEPH DAVID		EDMONTON
SHANNON EILEEN DAY		EDMONTON
JANICE LYNN DAZE		SHERWOOD PARK
TITA BIRUTE S. DE ROUSSEAU		EDMONTON
GLENNA LOUISE DEMCO	DISTINCTION	EDMONTON
ELAINE JANE DEMCOE	DISTINCTION	EDMONTON
GREGORY FRANCIS DEMUYNCK		EDMONTON
BRYANT ARTHUR DENNIS		SASKATCHEWAN
PATRICIA INDIRA DHARAMPAUL		EDMONTON
DARLENE SONJA DOBLEE		ST. ALBERT
DEBORAH ANN DRAPEAU		EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

GAYLE MARIE DREAVER		EDMONTON
LARRY GORDON DUNSFORD	DISTINCTION	ST. ALBERT
FRANCINE COLETTE DURET		EDMONTON
SUE JANE EBERLEIN		EDMONTON
DEIDRA EAVES EDWARDS		EDMONTON
JASON BENJAMIN EDWARDS		EDMONTON
DAVID MICHAEL ELLERY	DISTINCTION	EDMONTON
ALLYSON EMBURY		EDMONTON
PETER CHARLES ENGELMANN		EDMONTON
JEANETTE MARIE HENRIETTE ESPIE		EDMONTON
DOROTHY DOREEN EVOY		WETASKIWIN
FREDRICK MONTY FEKETE		EDMONTON
KIRSTEN LOUISE FELDBERG		EDMONTON
DONALD FENNA	DISTINCTION	CAMROSE
EVELYN MARGARET EILEEN FRANKLIN		EDMONTON
DAVID ULFERT GARFINKLE		EDMONTON
DOUGLAS VERNON GERMAN		EDMONTON
SALVATRICE LAO GIBSON		MANITOBA
ALBERT FRANK GIESBRECHT		EDMONTON
WILFRED PORTER GILCHRIST		EDMONTON
SUSAN CHRISTINE GODDARD		EDMONTON
BARRY WILLIAM GODWIN	DISTINCTION	EDMONTON
JANE ELIZABETH GOLDBERG		EDMONTON
DONALD MICHAEL GOLDIE		EDMONTON
LAURA-LEE PATRICIA GORDON		EDMONTON
STEPHEN GARY GORDON		HANNA
GEORGE WILLARD GRAFF		LEDUC
LENORA MARGARET GRAUER		EDMONTON
KELLY LEONARD GRAVES		WETASKIWIN
HOLLY JOYCE GREENWOOD		ONTARIO
DAVID ANDREW GREGG		EDMONTON
DEBORAH CLELAND GREY		BRITISH COLUMBIA
FRANK SYDNEY GRISDALE		EDMONTON
MARK ANTHONY JOHN GROTSKI		EDMONTON
MARY COLLEEN HAGEL		CAMROSE

Recommended for the Degree of Bachelor of Arts (General) cont.

PATRICK RAYMOND HAHN		PEACE RIVER
KENNETH BRIAN HALUSCHAK	DISTINCTION	SHERWOOD PARK
LOIS CAROLINE HAMEISTER		CAMROSE
BRIAN DANIAL HANASYK		EDMONTON
RAYMOND BLAIN HANSEN	DISTINCTION	EDMONTON
LINDA ELIZABETH HARRIS		SASKATCHEWAN
MARJORIE ELEANOR HARRIS		EDMONTON
BRIAN PHILIP HAWRELAK		EDMONTON
SHARON FERN HAWRELAK		TWO HILLS
PENELOPE JEAN HAYDUK	DISTINCTION	EDMONTON
CHRISTINE HENDERSON		EDMONTON
PATRICIA DALE ELIZABETH HENSLEY		EDMONTON
CHRISTOPHER ALBERT HEWITT		ST. ALBERT
GERALDINE MARTIN HIGGS	DISTINCTION	EDMONTON
SUET FONG MERCEDES HO		HONG KONG
SHARON GAYE HOBDEN		HIGH PRAIRIE
MARA HOFMANN	DISTINCTION	ST. ALBERT
DAVID IRVIN HOHM		EDMONTON
ESTHER LOIS HOLMGREN	DISTINCTION	EDMONTON
LEONARD GEORGE HRUSZOWY		NOVA SCOTIA
LOVIE LORETTA OLGA HUNCHAK		EDMONTON
JUDEY JENE JACKSON		HIGH RIVER
CHRISTOPHER PATRICK GEORGE PAUL JAGER		LAC LA BICHE
LYNNE JOANNE JAKUBEC		ST. ALBERT
DENNIS NORBERT JANKE		EDMONTON
BARBARA DANUTA JANUSZ	DISTINCTION	EDMONTON
SANDRA GALE JIRSCH		EDMONTON
CYNTHIA LYNN JOHNSON		EDMONTON
DALE JAMES JOHNSON		EDMONTON
BRENDA LEE JOHNSTON		EDMONTON
RONALD STEPHEN JUNCK		EDMONTON
KENNETH JOHN KARPOFF		EDMONTON
AVRIL LEIGH KARR	DISTINCTION	GRANDE PRAIRIE
ROGER HOWARD KEELER		EDMONTON
LORNE PETER KELLER		ST. ALBERT
MARY LEE KENNEDY	DISTINCTION	EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

DYAN MARIE KIBSEY		ONTARIO
PATRICK DEIGHAN KIRWIN		EDMONTON
RICK LANCE ADAM KISILEVICH	DISTINCTION	EDMONTON
FRANK LOUIS KLEMEN		EDMONTON
LEIGH ANN KLINGLE		EDMONTON
DOUGLAS CHARLES KNIGHT		CORONATION
DUNCAN JOHN KNOWLER		EDMONTON
TERRY LYNN KONRAD		GRANDE PRAIRIE
SHIRLEY DIANE KOROLAK		EDMONTON
ALLYSON JOY KOWTON		EDMONTON
CALLITA MARIE KRAUSERT		EDMONTON
KILLIAN KROPFREITER		EDMONTON
BUGUSLAW ANTHONY KRZAK		EDMONTON
DEBORAH ANN KUSHNERICK		EDMONTON
BRENDA KATHLEEN KUZIO		EDMONTON
CHI WAH CHARIE KWAN		HONG KONG
MURIELLE BEATRICE LABOUCANE		VEGREVILLE
LISA MAY-WAN LAI		HONG KONG
SUI WAH PHOEBE LAI		EDMONTON
MAY CHEUNG-PIK LANG		EDMONTON
DENIS EMILE LAPIERRE		ST. PAUL
LUCILLE KOCHUNG LAU		HONG KONG
SANDRA MARY LAVIOLETTE		EDMONTON
CYNTHIA MARGARET LAWRANCE-RUHL		EDMONTON
KEITH McLEAN LAYTON		EDMONTON
BARTON KAY LEAVITT		CARDSTON
DONALD BARRY LEE		EDMONTON
MARILYN GRACE LAI K'ING LEE	DISTINCTION	MEDICINE HAT
RICHARD MICHAEL LEEDER		EDMONTON
ELAINE MARIE LEFEBVRE		EDMONTON
PHYLLIS ALEXANDRA LEITH		ONTARIO
JOAN ANN LEPINE		EDMONTON
CAROL ANN LEROY	DISTINCTION	EDMONTON
BARBARA JOY LEW		EDMONTON
GARNET EDWARD LEWIS		HINTON

Recommended for the Degree of Bachelor of Arts (General) cont.

ANGELINA ON KIE LI		EDMONTON
DENNIS ROWLAND LIESCH		EDMONTON
HENRI MARINUS LOCK		EDMONTON
DARRELL GEORGE LOPUSHINSKY	DISTINCTION	EDMONTON
MARY ANN LOUISE LUCE		PONOKA
GRANT ALEXANDER LUIPASCO		EDMONTON
RONALD BARRY LUNN		EDMONTON
MARLENE MARGARET LUYMES		LACOMBE
CHARLES EDWARD LYDER		EDMONTON
GARY LAWRENCE LYONS		EDMONTON
IAN KEATING MacKENZIE		EDMONTON
KATHRYN ANN MacMILLAN		EDMONTON
MARGARET ELIZABETH MacNEILL		ST. ALBERT
ROSE MARIE MacPHERSON		EDMONTON
CAROL DAWN MACQUISTON		EDMONTON
CATHERINE MARIE MacRAE		THORSBY
WALTER JOHN MADRO		BONNYVILLE
LAURIE ANN MAKSYMOWICH		NORTHWEST TERRITORIES
ROBERTA JOYCE MALYSH		ST. PAUL
FRANK JOHN MARIER		NORTHWEST TERRITORIES
MICHALEEN ANN MARTE		EDMONTON
BOHDAN STEPHAN MASLO		EDMONTON
JEFFREY HAROLD MAYAN	DISTINCTION	EDMONTON
SCOTT PALMER McBRIDE	DISTINCTION	EDMONTON
LESLIE ALEXANDER McCRIMMON	DISTINCTION	PONOKA
GERALD ALEXANDER McDOUGALL		BON ACCORD
ALAN WESLEY RALPH McGEE		EDMONTON
PETER JOSEPH McGUIRE		EDMONTON
DONALD KEITH McINTOSH		GRANDE PRAIRIE
NEIL HAROLD McKAY		GRANDE PRAIRIE
SUSAN DIANE McKAY		EDMONTON
MARJORIE ELLEN McKINNEY		EDMONTON
CARMAN REYNOLDS McNARY		EDMONTON
KAREN JANE MEDDINGS		FORT SASKATCHEWAN
KATHY ANNE MEIER	DISTINCTION	EDMONTON
EILEEN CLAIRE MESTON		EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

MARIE JEANNE BERNIER MEURER		EDMONTON
BARBARA ELAINE MEYERS		EDMONTON
SYLVIA JOY MILLER		EDMONTON
GAIL ANNE MINCHAU		EDMONTON
FRANCA MONACO		EDMONTON
BARBARA LYNNE MOORE		ONTARIO
KEI CATHERINE LYNN MORAY		EDMONTON
MARY TERESA MORIN		EDMONTON
DOUGLAS CHARLES MOSELEY		BRITISH COLUMBIA
NEIL JAMES MUNRO		EDMONTON
VAUGHN HERMAN MYERS	DISTINCTION	ST. ALBERT
SUSAN LYNN MYRHOLM		BRITISH COLUMBIA
LAURA JEAN NELSON	DISTINCTION	CALGARY
MICHAEL JAMES NESBITT		BRITISH COLUMBIA
ANN KATHERINE NEWBY		EDMONTON
LORRAINE ESTHER NIX		EDMONTON
CHRISTINE NGOZI NNADI		EDMONTON
CATHERINE ADAIR NOEL		CALGARY
LYNN CAROLE McKEAN NORMAN		INNISFAIL
SHEILA ELAINE NORRIS		EDMONTON
GREGORY STEPHEN NOVAL		INNISFAIL
KEVEN MURRAY O'BRIEN		EDMONTON
DOREEN MARJORIE O'CALLAGHAN		EDMONTON
PETER SYMON ODINGA		ST. ALBERT
DARYL NORRIS OLSON		SASKATCHEWAN
JEFFREY KEITH OLSON		EDMONTON
THEODORE CHRISTIAN OLSON		CALGARY
RONALD MIRON ORANIUK		EDMONTON
THOMAS RICHARD OWEN		EDMONTON
PEGGY HEUNG CHEE PANG		HONG KONG
MICHAEL BERNHARD PAPENBROCK	DISTINCTION	EDMONTON
ROBERT DOUGLAS PARK		CALGARY
FRANK McLELLAND PARKER		EDMONTON
GARRY ALDON PATTISON		EDMONTON
DAVID NEIL PAULL		EDMONTON
NEIL ANTHONY PAULSON		STETTLER

Recommended for the Degree of Bachelor of Arts (General) cont.

EILEEN JANE PAWLOWSKI	DISTINCTION	EDMONTON
EUGENIE JEANETTE PAYNE		EDMONTON
SARA LEONE PEACOCK	DISTINCTION	BARRHEAD
MARVIN LEE PERRY	DISTINCTION	SHERWOOD PARK
ROBERT WILLIAM PETERSON		EDMONTON
MAUREEN LYNN PHARE		EDMONTON
GLENDA PIDDE		EDMONTON
KATHRYN JEAN PITLAR		EDMONTON
SANDRA JEAN PLUPEK		EDMONTON
ALDEN TIMOTHY POETKER		EDMONTON
BRANT TIMOTHY POPP		EDMONTON
JAMES PATRICK PRESHING		EDMONTON
KATHERINE ELAINE PRITCHARD		MEDICINE HAT
STEVEN VAUGHN PRUSAK		LAMONT
CAROLE SUSAN PUDAR		BARRHEAD
LEONARD FREDERICK RAMSEY		EDMONTON
AVERY STEPHEN RASKIN		EDMONTON
DEREK GORDON REDMAN		BRITISH COLUMBIA
RONALD KIM REED		CALGARY
VALLERIE RENE RETZLAFF		EDMONTON
PAUL TIMOTHY RIEGEL		EDMONTON
ROY CARL HENRY RIPKENS		GRANDE PRAIRIE
GLENYS NORA ROBB		EDMONTON
JILL ANNETTE ROBERTSON	DISTINCTION	AUSTRALIA
GREGORY DALE ROGGEVEEN		EDMONTON
TERRYL JOY ROSTAD		MEDICINE HAT
MARK ROZENBERG	DISTINCTION	EDMONTON
DUANE ERIC RUSSELL		EDMONTON
VICTOR CHRISTIAN RUSSELL		ST. PAUL
IAN LESLIE TILSON RUTHERFORD		EDMONTON
STEVE DAVID RYDER		CALGARY
LORI ANN SADOWAY		EDMONTON
RICHARD DONALD SALT		EDMONTON
KAREN JUNE SALTMARSH	DISTINCTION	ONTARIO
TERRY JONATHON SAMUELS		EDMONTON
PHILIP GUY SANDE		EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

SHARON DIANNE SANDS	DISTINCTION	EDMONTON
HARVEY VICTOR SASKIW		EDMONTON
CARA MAY SCHELSKE		EDMONTON
PHYLLIS LUCILLE SCHELSKE		EDMONTON
HEIKE SCHOENDUBE	DISTINCTION	SPRUCE GROVE
BEVERLY ANN SCHONBERNER		WESTLOCK
PETER TIMOTHY SCHROEDER		EDMONTON
DARRELL NICHOLAS SEMENUK		EDMONTON
PATRICIA JOAN SENGER	DISTINCTION	EDMONTON
DONNA MARIE SENIW		EDMONTON
JOYCE DIANNE SHANDERA		EDMONTON
LYNETTE SHAW		EDMONTON
GORDON BRIAN SHEPHERD	DISTINCTION	EDMONTON
MONICA EFFY SINCLAIR		EDMONTON
INDIRA VINITA SINGH		EDMONTON
BARRY ARNOLD SJOLIE	DISTINCTION	MEDICINE HAT
OKSANA SLAVUTYCH		EDMONTON
KEITH THOMAS SMITH	DISTINCTION	CALGARY
MARGARET KAREN SMITH		EDMONTON
MARY ANASTASIA SMYTH		LEDUC
KENNETH ARNOLD SOROKA		EDMONTON
LESLIE DAWN SPARROW		EDMONTON
GUY RAYMOND ST. GERMAIN		MORINVILLE
ROBIN LEE STADNYK		EDMONTON
DAWN STAHL		EDMONTON
JAMES GEORGE CAMERON STEER		EDMONTON
BETTY-ANN STEVENS		HIGH LEVEL
MARVIN JOSEPH STRAUS		EDMONTON
JEAN KATHLEEN STRONG		EDMONTON
LINDA MADGE SUTHERLAND		WESTLOCK
JOHN MICHAEL SWAIL		EDMONTON
DEREK ROBERT SWALLOW		EDMONTON
MAXINE MARY TEDESCO		EDMONTON
MARC LOUIS TERCIER		EDMONTON
IVAN TODOSIJCZUK		EDMONTON
RICHARD WALTER TROST		EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

PAULINE PO LIN TSANG	DISTINCTION	HONG KONG
GEORGE PETER VAITKUNAS	DISTINCTION	ST. PAUL
MARIA GEERTRUIDA van der LUGT		EDMONTON
THOMAS HENRY VARTY		BRITISH COLUMBIA
CYNDIE LYNNE VELETI		EDMONTON
CLAUDETTE VILLENEUVE		BANFF
RAYMOND HENRI-PAUL VILLENEUVE		EDMONTON
GORDON CHARLES VIOLINI		CALGARY
ANITA INGRID WAHL	DISTINCTION	MEDICINE HAT
MARY LYNN WAKAL		EDMONTON
GAIL ARLENE WALRATH		EDMONTON
PENNY MARLENE WARHAFT	DISTINCTION	EDMONTON
NOEL WATSON		EDMONTON
LOTHAR FRIEDRICH WENIGER		EDMONTON
GRACE ELAINE WIEBE	DISTINCTION	EDMONTON
JOSEPH DANIEL ROBERT WIEBE		EDMONTON
LORE WIEBE WIGGERS		ST. ALBERT
JOHN BRIAN WILLIAMS		EDMONTON
LAURA MARGARET AGNES WILLIAMSON		EDMONTON
PETER HORST WINDEL		EDMONTON
DENISE ALLEEN WITHNELL		EDGERTON
ALLAN PING-WAI WONG		EDMONTON
GINA TENGLEA WONG		JASPER
MAGGIE HOW YEE WONG		EDMONTON
MINA MIN WONG		EDMONTON
DALE STUART WOODS	DISTINCTION	STONY PLAIN
KENNETH DONALD WOOLLARD		WABAMUN
SUSAN MARTHA YAGER		EDMONTON
DOLORES ANN YODER	DISTINCTION	TOFIELD
DOREEN MAY LANSDELL YOUNGS		EDMONTON
GARY WAYNE ZACHARUK		EDMONTON
JOSEPH FRANK ZELYAS		EDMONTON
ADRIAN PETER ZEZULA		GRANDE PRAIRIE
SHEILA MARTHA ZIEPER		EDMONTON
BRIAN BERNARD ZIMMER		EDMONTON
NORMAN EDGAR ZWEIFEL		CAMROSE

1.3 Recommended for the Degree of Bachelor of Arts (Special)

RANDAL BENJAMIN ADCOCK		ONTARIO
DEBRA LYN ARNISON	DISTINCTION	EDMONTON
LORRAINE VERA BARKWELL		EDMONTON
ANDREA PATRICIA BEAUPRE		EDMONTON
BARBARA ELIZABETH BISHOP		EDMONTON
WAYNE ROBERT BRISCOE		EDMONTON
BERNARD LOUIS MAURICE BRUGGER		EDMONTON
JOHN CHRISTOPHER MURRAY CALVERT	DISTINCTION	EDMONTON
LAN WAI CHAN		EDMONTON
MING CHI CHAN		RED DEER
KEI MO CHAU		EDMONTON
KAM MAN CHUN		HONG KONG
ALETA DOROTHY CRAWFORD	DISTINCTION	BRITISH COLUMBIA
LUKE W. CREBAS		RED DEER
DESMOND JOHN CROFTON		EDMONTON
RANDALL ALLAN CURTIS		EDMONTON
MICHAEL JOHN CUSHNER		SHERWOOD PARK
LINDA DIANNE DAVIS		EDMONTON
SUZANNE ELIZABETH de GRANDPRÉ		EDMONTON
RICHARD WILLIAM DOWNIE		EDMONTON
ROBERT JAMES EASTON		EDMONTON
RAYMOND GERALD EHERER		PEACE RIVER
JOHN HOWARD ELLARD	DISTINCTION	EDMONTON
SILVANA MARIA FERRARI	DISTINCTION	EDMONTON
PENNY CAROL FORD	DISTINCTION	YUKON TERRITORY
JOAN DENISE FRASER		LEGAL
JADWIGA WANDA FURSIEWICZ		EDMONTON
LEONARD JOSEPH GREENWOOD	DISTINCTION	CAMROSE
HERBERT BRIAN HANCOCK		EDMONTON
SIOBHAN ANN HANLEY		EDMONTON
TERESA-DAWN HEWITT	DISTINCTION	EDMONTON
CAROLYN DOROTHY REDL HLUS		EDMONTON
RICHARD HNATUK		EDMONTON
SUSAN JEAN HOGG		CALGARY
DONALD STEWART HOWELL		EDMONTON
CLARENCE ARLAND HUDSON	DISTINCTION	EDMONTON

Recommended for the Degree of Bachelor of Arts (Special) cont.

CRAIG STUART JORDHEIM		SHERWOOD PARK
DONNA MAE KANEWISCHER		MEDICINE HAT
PAUL SHOZO KASHIYAMA		EDMONTON
RANDALL ALEXANDER KIZUK		PEACE RIVER
VALERIE ANN KNIVSLAND		UNITED STATES
ANTHONY MING-FONG KO		HONG KONG
LAURA MARIE LEE		DONALDA
LAWRENCE DAVID LEON	DISTINCTION	EDMONTON
IVY KWOK-HUNG LEUNG		EDMONTON
WALTER JOHN LIDSTER		LACOMBE
RICKY LANE LIEBRECHT		SASKATCHEWAN
BRIAN DAVID MADER		EDMONTON
MICHAEL ALLAN MANNES		EDMONTON
PATRICIA LYNN McKENZIE		SASKATCHEWAN
ALEXANDER JAMES McPHERSON	DISTINCTION	EDMONTON
DONALD BLAIR McPHERSON		EDMONTON
TIMOTHY HUGH McRORY	DISTINCTION	EDMONTON
BRUCE WILLIAM MONKHOUSE		EDMONTON
DANIEL THOMAS MOORE		EDMONTON
LAURA JEAN MOSKUWICH		EDMONTON
MICHAEL WAYNE MUDIE	DISTINCTION	CALGARY
HERBERT ROBERT NEUBERGER		LETHBRIDGE
CATHAL JOSEPH NOLAN		EDMONTON
CONSTANCE MARGRET FARRANT OLSON	DISTINCTION	EDMONTON
LINDA JANE OUGHTON		CALGARY
IRENE PAAP		EDMONTON
WALTER EDWARD PEARSON		EDMONTON
GEORGE BRIAN PENROSE	DISTINCTION	REDCLIFF
DENISE MARGUERITE PERRET	DISTINCTION	ST. ALBERT
MATTHEW PETLEY-JONES		EDMONTON
CONRAD GARRY POCOCK		EDMONTON
ROSEMARY JEAN PON		BARRHEAD
RICHARD ANDREW PONOMAR		MAGRATH
CAROL ANNE PORTEOUS		EDMONTON
DAVID HAROLD RADKE		EDMONTON

Recommended for the Degree of Bachelor of Arts (Special) cont.

WILLIAM NEAL REPETOWSKI		EDMONTON
ANN CAROLINE REYNOLDS		EDMONTON
GLENDON IKE ROBINSON		EDMONTON
TERRANCE JOHN ROMANIUK		EDMONTON
ALEJANDRO ROGELIO ROSATO		EDMONTON
MARGIE ALINE RUTLEDGE	DISTINCTION	CALGARY
RUTH MERLE SANBORN		BRITISH COLUMBIA
MONICA ANNE SAUVÉ		GRANDE PRAIRIE
DAVE ALLAN SCHMIDT		EDMONTON
KARL HEINZ SCHULZ		EDMONTON
GARY MICHAEL SEMOTIUK		HOLDEN
PETER HARRY SETO		CALGARY
EARLE SCOTT SHARAM	DISTINCTION	EDMONTON
AILEEN MacLEOD SINTON	DISTINCTION	RED DEER
BRUCE MICHAEL STRAND		SEXSMITH
SUSAN MARGARET STRUM		UNITED STATES
MARK FREDERICK SYROTIUK		EDMONTON
PHILLIP RALPH TAYLOR		VIKING
DONALD GORDON TEEUWSEN		SHERWOOD PARK
YOLANDA SASKIA VAN WACHEM	DISTINCTION	BRITISH COLUMBIA
ALISON ELAINE VERWIJK		EDMONTON
JOHN KNOX LESLIE WALLACE	DISTINCTION	EDMONTON
JOAN ALICE WEBB		EDMONTON
ROBERT ALLAN WYLLIE		EDMONTON
WESLEY MURRAY ZWICKER		EDMONTON

1.4 Recommended for the Special Certificate (equivalence of B.A. Special)

WENDY JEAN ALBRECHT		EDMONTON
TERRY WILLIAM ANTONELLO	DISTINCTION	EDMONTON
PHILLIP CURTIS BURKE		CALGARY
JUNE PETERSON CRAGG		SHERWOOD PARK
DARRELL JOSEPH JOHN DAVIS		EDMONTON
BERNARD ROLAND De COSSE		ST. PAUL
GAIL LOUISE EDWARDS		EDMONTON
MURRAY JAMES GOERTZEN		EDMONTON
CHARLES DAVID CHRISTOPHER GRAHAM		SHERWOOD PARK

Recommended for the Special Certificate (equivalence of B.A. Special) cont.

TORE MARTIN GRUDE		WINTERBURN
ALICJA BARBARA GRUSZCZYNSKI		EDMONTON
MARTA LYNNE GUNDERSON	DISTINCTION	EDMONTON
KAREN NADINE HANNA		EDMONTON
MELVILLE DAVID HANSEN		EDMONTON
KARY BRUCE HARGREAVES	DISTINCTION	DRUMHELLER
JOANNE LEE HARVEY		ST. ALBERT
BRIAN DENNIS HECK		BODO
CHEE YING ELAINE HUI		EDMONTON
BRIAN MICHAEL KELLY		STONY PLAIN
RANDALL PATRICK KIMMITT	DISTINCTION	EDMONTON
FRANCIS STEVEN KINDERWATER		GRANDE PRAIRIE
SIDNEY JACOB KOBEWKA	DISTINCTION	EDMONTON
BRIAN ERNEST KOEHLI	DISTINCTION	EDMONTON
JOHN KWOK LAU LEE		HONG KONG
ALLAN GUSTAVE LEIS		MEDICINE HAT
TERRY LYNN LITTAU		EDMONTON
SEAN NEAL McALLISTER	DISTINCTION	EDMONTON
PETER CARL OHM		EDMONTON
GUY MARK PERRIS		EDMONTON
TED HENRY POPLAWSKI		EDMONTON
JENIFER LOU RAFLANT		EDMONTON
ANTHONY DAVID RICHARD		EDMONTON
EDITH SHIRLEY ANNE ROESSLER		EDMONTON
PETER LOUIS SANTIN		EDMONTON
BRIAN WALLACE SEMKOW	DISTINCTION	CALGARY
DOUGLAS HARRY SHELL		EDMONTON
GRACE ANN TRETIAK		EDMONTON

1.5 Recommended for the Degree of Bachelor of Arts (Canadian Studies)

SHARON KATHLEEN BELL	DISTINCTION	EDMONTON
NANCY JANE BROWN		EDMONTON
LOREEN MARY LENNON		EDMONTON

1.6 Recommended for the Degree of Bachelor of Fine Arts (Drama)

WILLIAM ALEXANDER JOHNSTON		EDMONTON
TANYA JANIS RYGA		EDMONTON
ALLAN LESLIE STICHBURY		BRITISH COLUMBIA
GWYNYTH MARGUERITE WALSH		BRITISH COLUMBIA

1.7 Recommended for the Degree of Bachelor of Fine Arts (Art & Design)

WESLEY DANIEL BAGAN		EDMONTON
DALE MARTIN BEVINGTON		EDMONTON
DOUGLAS GEORGE BUDD		EDMONTON
OI HO STELLA CHENG		EDMONTON
COLIN ELWOOD CLEGG		EDMONTON
KAREN LEE CURRY		EDMONTON
KATHRYN MARGARET DIGBY		EDMONTON
HEIKE FICHTNER		EDMONTON
MURRAY DUNHAM GAINER	DISTINCTION	EDMONTON
DONNA MAY GAMEL		EDMONTON
HEATHER GAE JOHNSTON		NORTHWEST TERRITORIES
KEN JOHN MACKLIN	DISTINCTION	EDMONTON
CATHLENE HELEN OZUBKO		EDMONTON
JILL POWELL-LEESON		EDMONTON
DEAN TATAM REEVES		EDMONTON
JOSEPH WAI-MO TANG		EDMONTON

1.8 Recommended for the Degree of Bachelor of Music

PAMELA MAY BRAATEN		SASKATCHEWAN
BRENDA RUTH BROWN		EDMONTON
MARY LOUISE BURKE	DISTINCTION	EDMONTON
ROBERT MAURICE CASGRAIN	DISTINCTION	SASKATCHEWAN
BRENDA INEZ DALEN	DISTINCTION	GRANDE PRAIRIE
INA INGRID DYKSTRA		ST. ALBERT
ADDIE ANN FRASER		EDMONTON
MICHEL MARC GERVAIS		PEACE RIVER
JUDITH TERESA HAMBLEY		EDMONTON
GEOFFREY JAMES HODGKINSON	DISTINCTION	YUKON TERRITORY
MARK RALPH JOHNSON		RED DEER
MARILYN LOUISE (LIEBENOW) LESTER		EDMONTON

Recommended for the Degree of Bachelor of Music cont.

SYLVIA JANE MALTBY		EDMONTON
KAROLEE PHYLLIS MELIN		CALGARY
ROBERT GREGORY MISKEY		EDMONTON
ELIZABETH JOAN MORRIS		EDMONTON
NANCY WANDA NEUMANN		EDMONTON
ANITA MARIA LOUISE NOEL		EDMONTON
JILL AILSA LOCKWOOD-RIDLEY		EDMONTON
JOY HIROMI HOYANO SIMPER		COALDALE
ROBIN GORDON SPEERS		EDMONTON
HIROMI DEAN TAKAHASHI		EDMONTON
JOHN CHARLES THOMPSON		EDMONTON
ANNA MARIA UNYK		EDMONTON
JANICE LYNN WAITE	DISTINCTION	DIDSBURY
RICHARD PETER WIENS		BRITISH COLUMBIA

SPECIAL CASES

BRIAN WALLACE SEMKOW

Mr. Semkow received a B.A. (General) from this University in 1972, with a g.p.a. just short of Distinction; he is currently completing a Ph.D. at Queen's University. In 1972/73 he completed sufficient courses as a Special Student to qualify him for the awarding of a "Certificate of Equivalence" B.A. (Special). His grade point average over the last two years of his program was 7.7. The Committee on Academic Standing recommends that he receive the B.A. (Special) Certificate with Distinction.

LOTHAR FRIEDRICH WENIGER

Mr. Weniger was in the final year of his B.A. (General) program this session when it was discovered that he had only three and a half courses in his second area of concentration - a mixture of Mathematics and Statistics. Of these three and a half courses, only one is at the senior level. An in-house Faculty rule requires that a student present at least four courses in a mixed area of concentration and that no more than two should be at the junior level. This Faculty rule was listed in the calendar under Biology but not under any other discipline. However, it will appear in the 1978/79 calendar. In view of the fact that Mr. Weniger claims he was misinformed by someone in the Faculty office and because the rule was not stated in the calendar, the Committee on Academic Standing recommends that he receive his degree notwithstanding this irregularity.

BRYANT ARTHUR DENNIS

Mr. Dennis was in the B.A. (Special) [Sociology] program from 1974/75 to 1976/77 completing three years and fifteen courses. In the fall of 1977 he moved to Regina to accept a job offer and has now settled there. He has asked that he be granted a B.A. (General) degree, notwithstanding an extra

SPECIAL CASES cont.

course in his principal area of concentration, in order that he be able to apply for admission to the Faculty of Social Welfare at the University of Regina. He claims that the extra course in Sociology in the third year of his program was the result of a misunderstanding between his Faculty advisor and himself. The Committee on Academic Standing recommends that he be granted the B.A. (General) notwithstanding this irregularity.

THOMAS HENRY VARTY

Mr. Varty came to this Faculty in September 1971 as a transfer student from Mount Royal College. He was granted three and a half advance credits for his previous work. He successfully completed nine and a half courses in the succeeding two years in this Faculty, becoming a Category "B" student in the second year (1972/73 session). In 1975 he was admitted to the Faculty of Agriculture where he successfully completed three out of five courses, becoming Category "B" again. In 1976/77 he was readmitted to the Faculty of Agriculture, passing two and a half out of four courses and being required to withdraw from university at the end of that session (1976/77).

In considering his appeal to be granted a B.A. (General) degree, the Committee on Academic Standing noted that in his first year in the Faculty of Agriculture, two of the three courses he successfully completed could be applied to his B.A. (General) degree, thus fulfilling the fifteen-course requirement and the required g.p.a. of at least 5.0. Had he been in this Faculty for that year, he would have completed degree requirements even though he would have become a Category "C" student at the end of the session. In view of the fact that there is a precedent for granting a student a degree and requiring him to withdraw from university, the Committee on Academic Standing recommends that Mr. Varty be granted a B.A. (General) degree.

CONFIDENTIAL

Students who failed to meet requirements for their degrees:

B.A. Honors

CAROLYN MAE STEPA - failed full session course

B.A. (Special)

ANN ELIZABETH ARMSTRONG - failed single-term course in area of concentration

ANTONELLO CIANCIBELLO - failed full session course

DAVID WILLIAM COVEY - failed single-term course and a full session course

ANNA E. DABROWSKA - Category C, required to withdraw

JANE ELIZABETH HUTCHINSON - failed single-term course and a full session course

HAROLD MARK LAP - failed four single-term courses, Category B

ROBERT ALEXANDER METCALFE - failed single-term course

BRENDA MARIE PFLEGER - failed full session course

JOHN MUNRO SCOTT - failed full session course

SHELLY ANN TOBO - failed single-term course in area of concentration

B.A. Special Certificate

DARRELL PETER BEITZ - Category C, required to withdraw

WAI-NAP WILLIP WONG - failed two single-term courses

B.A. (General)

JOHN RODERICK BABIUK - failed single-term course

MARY MARGARET BEDNAR - failed two single-term courses

FRANCES ERIKA BINDER - failed full session course

GLEN WILLIAM CAWKER - failed to meet graduation average

LAURIE ANNE CLAYTON - failed single-term course

YVONNE NATALIA COLCY - failed probation; not to continue in the Faculty of Arts

HASSAN ANTHONY FARRAH - failed single-term course

TING CHEE FUNG - failed two single-term courses

DONALD BLAINE HIGA - failed single-term course

RANDALL KIM HUNTER - failed single-term course

HENRIETTA RUTH LALL - failed two single-term courses

ELAINE ANN McPHEE - failed to meet graduation average

DONALD TODD PLUMMER - failed single-term course in area of concentration

ROBERT FRANCES POTONIEC - failed single-term course in area of concentration

LINDA JOYCE SHORTEN - failed single-term course

PATRICK HALLIDAY SPELLISCY - failed probation; not to continue in the Faculty of Arts

SALLY ANN THISTLETHWAITE - Category C, required to withdraw

JOHN ANTHONY TIETZEN - failed to meet graduation average

TONY DAVID TRAFICANTE - failed single-term course

STEVEN GEORGE WOSLYNG - Category C, required to withdraw

LINDA MIU LING YAU - failed to meet graduation average

B.Mus.

CEDRIC CHARLES ABDAY - failed two single-term courses

NEIL LEONARD CORLETT - failed two single-term courses

B.F.A. (Drama)

RICHARD DOUGLAS REID - failed full session course

ARTS FACULTY HONORS COMMITTEE REPORT - May 1978

1.1 Recommended for the Governor General's Gold Medal

CAMPBELL, Susan Leslie (Specialization: Philosophy)

1.2 Recommended for the Degree of Bachelor of Arts with First Class Honors

NAME	SPECIALIZATION
ALTMANN, Barbara Kismet	French
ANDERSEN, Tracy Louise	Sociology
BALDWIN, Linda Mae	Anthropology
BORCHENKO, Lily	Sociology
BRADLEY, Dawn Sharon	English
CAMPBELL, Susan Leslie	Philosophy
CYNCAR, Nadia	Ukrainian
FERRIS, John Owen Robert	History
GILLESPIE, Heather	Political Science
GRECO, Catherine	French
KOLLER, Katherine Ann	English
MacARTHUR, Joene Crystal	English
MAKUCH, Andrew Borys	History
McFARLAND, Cathy Grace	Psychology
McKINLEY, Cindy Florence	Political Science
PORTER, Patricia Ellen	English
ROMANYCIA, Marc Hector Joseph	Philosophy
SAMPSON, Michael James	Economics
VERBICKY, Eleanor Martha	English
WINTEMUTE, Robert Warren	Economics

1.3 Recommended for the Degree of Bachelor of Arts with Honors

NAME	SPECIALIZATION
ANDERSON, Trevor James	Psychology
ASHBOURNE, Judith Lynn	French
BENDIN, Patrick Dino	Economics
BERRY, Sheila	English
BEZRUKI, Cinthia Hope	French
BLAIR, James Sidney	Economics
CAMPBELL, Sandra Melody	English
CHRISTENSEN, Ivan William	Political Science
CONWAY, Diane Marie	Psychology

HONORS REPORT: May 1978 - 2.

Recommended for the Degree of Bachelor of Arts with Honors (cont.)

NAME	SPECIALIZATION
DAWE, Robert James	Anthropology
HIGGINS, David John M.	History
HIGGINS, Robert Francis Gerald	Geography
HOLMES, Barbara Anne	French
HORKULAK, Laura Jane	Economics
HYDE, John James	English
JOHANSEN, Dorothy Jean	English
JUNG, Jack	Economics
LITTLE, Andrea Lucille	English
MacARTHUR, Mary Elizabeth	History
MAYES, Eric Keith	English
McCARTHY, Shawn	English
McKAY, Thomas Grant	Psychology
MONCKTON, Stephen George	Anthropology
MYRVOLD, Barry Kim	Economics
NASH, Robin Lee	French
NIKKANEN, Mirja Anneli	English
PALAMAREK, Daniel Leslie	Psychology
POCHYLKO, Mary Catherine	English
PRITCHARD, Adrian Derek Vaughan	History
REITER, Robert Alan	Philosophy
SEIFNER, Gerhard Julius	History
SPELLISCY, Richard Joseph	Sociology
SPROULE, David William	Political Science
WOODSIDE, Pamela Ruth	Geography

REPORT OF THE COURSE AND CALENDAR CHANGE COMMITTEE, MAY 1978

The following material has been examined by the Committee, and is recommended for Arts Council's approval and inclusion in the 1979-80 Calendar. (Note: Where specified, it is proposed that some of the new courses and course/program changes be implemented in 1978-79.)

1. ANTHROPOLOGY

A. New Course

IN ST 484. Quaternary Environments. *6 (3-0-0). A comprehensive survey of the Quaternary as a geologic period and a biologic and human environment. Dating methods and paleoecological techniques. Case studies in stratigraphy, paleoclimatology, paleoecology, and archaeology. Prerequisite: GEOL 482, concurrent registration in GEOL 482, or consent of the Department. Note: Formerly part of GEOL 484 and ANTHR 498. [Anthropology, Geology].

B. Course Change

ANTHR 498. Change weight to read: *3. Change term to read: either term. Add Prerequisites: ANTHR 306 and IN ST 484, or consent of the Department.

2. ART AND DESIGN

Course Changes

ART H 407. Change prerequisite to read: ART H 357 or consent of the Department.

ART 392. Change description to read: Introduction to the study and practice of design principles and techniques, mainly in two dimensional media. Change prerequisite to read: Normally ART 231 or 232 and/or consent of the Department.

ART 393. Change description to read: Study and practice of design principles and techniques in photography and typography. Change prerequisite or corequisite to read: Normally ART 392 and/or consent of the Department.

ART 492. Change description to read: Intermediate study and practice of design principles and techniques in graphic design including photography, typography and illustration. Prerequisite: Normally ART 392 and/or consent of the Department.

ART 493. Delete from description: an. Change prerequisite or corequisite to read: Normally ART 492 and/or consent of the Department.

ART 494. Change prerequisite or corequisite to read: Normally ART 492 and consent of the Department.

ART 592. Change description to read: Advanced study of design principles and techniques in graphic design, including aspects of motion. Projects include application of graphic design to real-life situations. Change prerequisite to read: Normally ART 492 and 493 or 494, and consent of the Department.

ART 593. Change description to read: Further advanced study of design principles and techniques in photographic media. Applied and expressive modes are explored. Change prerequisite to read: Normally ART 493, 592, and consent of the Department.

ART 594. Change description to read: Further advanced study of design principles and techniques in typographic media. Applied and experimental modes are explored. Change prerequisite to read: Normally ART 494, 592, and consent of the Department.

3. CLASSICS

A. New Courses

CLASS 202. Greek and Roman Mythology. *3 (either term, 3-0-0). A survey of classical mythology with readings in translation from various ancient authors as well as from modern scholarly works. Note: Formerly part of CLASS 240.

CLASS 357. Classical Myth and Religion. *3 (either term, 3-0-0). The background and origin of classical mythology and religion; Mycenean and Near Eastern sources; religious festivals and usages; modern scholarship.

B. Course Cancellation

CLASS 240. Greek Mythology and Religion.

4. EAST EUROPEAN STUDIES

New Course

INT D 341. Romania and Romanians. *3 (First Term, 3-0-0). Included in the course is the history of Romania, the nature of its language, and the social, political, cultural and economic development of Romania, and of Romanian settlements, especially those in the Moldavian SSR and in Canada. [Division of East European Studies].

Note: The Committee was unable to arrive at a consensus in regard to this course.

5. ECONOMICS

A. New Course

ECON 495. Linear Economic Models. *3 (either term, 3-0-1). Input-Output analysis and its applications; optimisation in linear models; duality and shadow prices; special problems in activity analysis; analytical extensions. Prerequisites: ECON 381/2; MATH 202/221 or equivalent.

B. Course Change

ECON 586. Delete from title: I.

C. Course Cancellations

ECON 397. Input-Output Analysis.
ECON 497. Activity Analysis.
ECON 510. Bayesian Techniques in Econometrics.
ECON 516. Economics of Technical Change.
ECON 580. Measurement in Economics.
ECON 584. Aggregation in Economics.
ECON 585. Theory of Economic Policy.
ECON 587. Mathematical Economics II.
ECON 607. Topics in Mathematical Economics.
ECON 681. Topics in Economic Theory.
ECON 685. Optimization Methods in Economics.
ECON 695. Topics in Soviet Economy I.

6. ENGLISH

A. New Course

ENGL 364. Modern Canadian Drama. *3 (either term, 3-0-0). Selected plays by dramatists of English-speaking Canada.

B. Course Changes

ENGL 358, 359, 360, 373, and 383. Delete from the course notes the reference to ENGL 394.

7. GERMANIC LANGUAGES

A. New Courses

SCAND 351. Modern Norwegian Literature in English. *3 (First Term, 3-0-0). The dramas of Ibsen and representative prose works (e.g. Hamsun, Undset). Note: Formerly part of SCAND 350.

SCAND 352. Modern Danish and Swedish Literature in English. *3 (Second Term, 3-0-0). The dramas of Strindberg and representative prose works (e.g. Andersen, Jacobsen and Lagerkvist). Note: Formerly part of SCAND 350.

B. Course Cancellation

SCAND 350. Modern Scandinavian Literature in English.

8. HISTORY

A. New Courses

HIST 316. The History of Ukrainians in Canada. *3 (either term, 3-0-0).

HIST 339. Eastern Europe since World War I. *3 (either term, 3-0-0). The recent history of Eastern Europe.

HIST 359. Eastern Europe in the Nineteenth Century. *3 (either term, 3-0-0). History of the area, from the Napoleonic War to World War I; the Polish question; the evolution of the Habsburg Empire; formation of nation-states in the Balkans.

HIST 379. The Native Aspect of Canada's History. *3 (either term, 3-0-0). Canada's history as it relates to native peoples, from the beginning of the 16th century to the present. Prerequisite: A half course in Canadian history or consent of the Department. Note: ANTHR 350 or 355 strongly recommended.

HIST 405. Topics in Canadian Native History. *3 (either term, 0-3s-0). Selected topics in Canadian history that relate to native peoples. Prerequisite: A full course in Canadian history or consent of the Department.

HIST 408. Topics in Canadian Social History. *3 (either term, 0-3s-0). Selected topics in the social history of Canada, with the major emphasis on English Canada in the 19th and 20th centuries.

HIST 409. Topics in Canadian Intellectual History. *3 (either term, 0-3s-0). An examination of various aspects of Canadian thought in the period after 1867.

HIST 425. Topics in Ukrainian History. *3 (either term, 0-3s-0).

HIST 461. Topics in Comparative North American History. *3 (either term, 0-3s-0). The emphasis will be on legal, social and political issues. Prerequisite: At least one course in either Canadian or United States history.

HIST 476. Topics in Canadian Business History. *3 (either term, 0-3s-0). Canadian business since Confederation.

HIST 487. Topics in South Asian History. *3 (either term, 0-3s-0). Bangladesh, India, Pakistan, or Sri Lanka. Prerequisite: A previous course in Asian History or consent of the Department.

HIST 492. Topics in the Political and Constitutional History of Canada since Confederation. *3 (either term, 0-3s-0).

HISTORY

New Courses (cont.)

HIST 498. Introduction to Historiography for Honors Students. *3 (0-1½s-0, 0-1½s-0).

B. Course Changes

HIST 435 and 436. Change term to read: either term.

C. Course Cancellations

HIST 333. Eastern Europe in Modern Times.
HIST 399. Seminar, Second-Year Honors History.
HIST 476. French Canada since 1867.
HIST 499. Seminar, Third-Year Honors History.

D. Program Change

43.13.1 HONORS IN HISTORY

First year Change statement to read: History 200 or equivalent, English 200 or equivalent, a junior laboratory science, two approved options (it is strongly advised that one of the options be a language other than English).

Second year Delete: Second year Honors seminar (History 399).

Third year Change statement to read: Two advanced (400-level) courses in History, one of which should be in a field related to the topic proposed for the Honors essay of the fourth year; History 498; a senior level half-course in History; two approved options. The language examination must also be taken this year, unless the student elects to take it earlier.

Fourth year Delete the final sentence: The language examination must also be taken this year, unless the student elects to take it earlier.

Note: It is proposed that the cancellation of HIST 399 and 499, the introduction of HIST 461 and 498, and the changes in the Honors History program be implemented in 1978-79.

MUSIC

A. New Courses

MUSIC 400. History of Opera. *3 (either term, 3-0-0). Prerequisites: MUSIC 202, 203, 301, 304 and 402 or equivalent.

MUSIC 401. History of the Symphony. *3 (either term, 3-0-0). Prerequisites: MUSIC 202, 203, 301, 304 and 402 or equivalent.

MUSIC 407. History of the Concerto. *3 (either term, 3-0-0). Prerequisites: Music 202, 203, 301, 304 and 402 or equivalent.

MUSIC 408. History of Chamber Music. *3 (either term, 3-0-0). Prerequisites: Music 202, 203, 301, 304 and 402 or equivalent.

B. Course Changes

MUSIC 200. Change description to read: Study of musical notation including clefs, pitches, key signatures, scales, intervals, chords, meter and rhythm. Aural perception of these materials. Writing of melodies with and without words in major and minor keys.

MUSIC 202, 203, 301, 304, and 402: Delete Note and add Prerequisite: MUSIC 200 or satisfactory completion of Department of Music Theory Placement Examination for other than B.Mus. students.

MUSIC

Course Changes (cont.)

MUSIC 207. Delete: A sequent course to MUSIC 206. Delete Prerequisite, and add Note: Open to all students not eligible for MUSIC 202, 203, 301, 304, or 402.

MUSIC 250, 251, and 313. Change Prerequisite to read: MUSIC 200 or satisfactory completion of Department of Music Theory Placement Examination for other than B.Mus. students.

MUSIC 361. Change description to read: Study of cadence types and phrase structure. Analysis of traditional forms.

MUSIC 428 and 528: Change Prerequisite to read: MUSIC 324 or 325 or equivalent and consent of the Department.

MUSIC 502. Change Prerequisite to read: MUSIC 202, 203, 301, 304 and 402 or equivalent.

MUSIC 545. Change title to read: Eighteenth Century Fugue.

MUSIC 683. Change title to read: Seminar in Keyboard Literature I.

MUSIC 684: Change title to read: Seminar in Keyboard Literature II.

C. Course Cancellations

MUSIC 440. Wind and Percussion Literature I.
MUSIC 441. Wind and Percussion Pedagogy I.
MUSIC 609. Eighteenth-Century Music and the Twentieth-Century Pianoforte.
MUSIC 617. Seminar in the History of Opera I.
MUSIC 618. Seminar in the History of Opera II.
MUSIC 626. Keyboard Concertos of Mozart.
MUSIC 685. Seminar in Literature of the Harpsichord I.
MUSIC 686. Seminar in Literature of the Harpsichord II.

D. Program Changes (editorial in nature)

43.27.1 GENERAL INFORMATION
Change the third and fourth sentences of the first paragraph to read: All Bachelor of Music students are required to participate for at least two years in an approved large ensemble, such as a band, choir, or orchestra.

43.27.7 APPLIED MUSIC, ORCHESTRAL INSTRUMENTS
Insert before second year requirements: A general woodwind specialization may be arranged in consultation with the Department.

0. PHILOSOPHY

New Courses

PHIL 328. Early 20th Century Analytic Philosophy. *3 (either term, 3-0-0). British and North American movements such as logical atomism and logical positivism, and philosophers such as Moore, Russell, Wittgenstein.

PHIL 329. Recent Analytic Philosophy. *3 (either term, 3-0-0). British and North American philosophical movements: the later work of Wittgenstein; "ordinary language" philosophy; more recent philosophical developments.

PHIL 434. Topics in the History of Logic. *3 (either term, 3-0-0). Prerequisite: Consent of Department.

11. POLITICAL SCIENCE

Course Changes

POL S 323. Add Note: Not open to students who are taking or have taken POL S 322.

POL S 394. Change title to read: Socialization to Politics.

POL S 417. Change weight to read: *3. Change term to read: either term.

12. SLAVIC LANGUAGES

A. New Courses

RUSS 503. Russian Stylistics I. *3 (either term, 3-0-0).

RUSS 504. Russian Stylistics II. *3 (either term, 3-0-0).

UKR 503. Ukrainian Stylistics. *3 (either term, 3-0-0).

UKR 504. Problems in English-Ukrainian Translation. *3 (either term, 3-0-0).

UKR 517. Ukrainian Dialectology. *3 (either term, 3-0-0).

B. Course Changes

UKR 511. Delete from title: I.

C. Course Cancellation

UKR 512. The Structure of Ukrainian II.

13. SOCIOLOGY

New Course

SOC 577. Seminar in Sex Stratification and Sex Differentiation. *3 (either term, 0-3s-0).

Note: It is proposed that SOC 577 be introduced in 1978-79.

Respectfully submitted,

E. Reinhold,

Chairman.

REPORT OF THE COURSE AND CALENDAR CHANGE COMMITTEE, MAY 1978

1. ROMANCE LANGUAGES

A. New Courses

FREN 330. Introduction to "explication de texte" and "dissertation littéraire". *3 (either term, 3-0-0). Prerequisite: Any 200-level French course except FREN 205 or 206. Note: Not open for credit to students having credit or registered in Faculté St.-Jean FRANC 325.

FR CA 332. Aspects of French-Canadian Civilization and Culture I. *3 (either term, 3-0-0). The 18th and 19th centuries as seen through representative authors. Practical work in grammar, composition and stylistics. Prerequisite: Any 200-level French course except FREN 205 or 206. Note: Formerly part of FR CA 331. Not open for credit to students having credit or registered in Faculté St.-Jean CA FR 320.

FR CA 333. Aspects of French-Canadian Civilization and Culture II. *3 (either term, 3-0-0). Contemporary French-Canadian civilization and culture as seen through representative authors. Practical work in composition. Prerequisite: Any 200-level course except FREN 205 or 206. Note: Formerly part of FR CA 331. Not open for credit to students having credit or registered in Faculté St.-Jean CA FR 321.

FR CA 440. A critical approach to "Québécois" literature. *3 (either term, 3-0-0) or *6 (3-0-0). The sources and evolution of nationalism in French-Canadian literature as reflected in the works of early and modern writers. Prerequisite: Any full-year 300-level French or French-Canadian literature course or equivalent except FREN 304 to 307.

R LIN 375. The Grammatical Structure of French. *3 (either term, 3-0-0). A linguistic introduction to the parts of speech and to sentence structure. Prerequisite: Any 200-level French course except FREN 205 or 206. Note: Not open for credit to students having credit or registered in R LIN 370 or Faculté St.-Jean LIN R 321.

B. Course Changes

44.13.1 Junior Courses
Change NOTE to read: Only one of French 200, 201, 202 or 230 may be taken for credit.

44.13.2 Junior Courses. Delete this section.

FREN 200, 201, and 202. Add Note: Not open for credit to students having credit or registered in Faculté St.-Jean FRANC 220 or 222, or CA FR 220 or 222.

FREN 301. Change prerequisite to read: Any 200-level French course except FREN 205 or 206.

FREN 304. Change title to read: Readings in French Literature before 1715.

FREN 305. Change title to read: Readings in French Literature after 1715.

FREN 340. Add Note: Not open for credit to students having credit or registered in Faculté St.-Jean FRANC 320 or 321.

ROMANCE LANGUAGES

Course Changes (cont.)

FREN 360. Change prerequisite to read: Prerequisite or corequisite: FREN 330. Add Note: Not open for credit to students having credit or registered in Faculté St.-Jean FRANC 326.

FREN 370. Change prerequisite to read: Prerequisite or corequisite: FREN 330. Add Note: Not open for credit to students having credit or registered in Faculté St.-Jean FRANC 327.

FREN 380. Change prerequisite to read: Prerequisite to corequisite: FREN 330. Add Note: Not open for credit to students having credit or registered in Faculté St.-Jean FRANC 328.

FREN 411. Add Note: Not open for credit to students having credit or registered in Faculté St.-Jean FRANC 322.

FR CA 352. Change prerequisite to read: Any 200-level French course except FREN 205 or 206.

FR CA 450. Add Note: Not open for credit to students having credit or registered in Faculté St.-Jean CA FR 450.

FR CA 451. Add Note: Not open for credit to students having credit or registered in Faculté St.-Jean CA FR 451.

FR CA 465. Add Note: Not open for credit to students having credit or registered in Faculté St.-Jean CA FR 465.

FR CA 466. Add Note: Not open for credit to students having credit or registered in Faculté St.-Jean CA FR 466.

R LIN 372. Add Note: Not open for credit to students having credit or registered in Faculté St.-Jean LIN R 320.

R LIN 400. Change prerequisite to read: R LIN 375 or consent of the Department. Add Note: Not open for credit to students having credit or registered in Faculté St.-Jean CA FR 421 or 422.

R LIN 483. Change prerequisite to read: R LIN 375 or consent of the Department.

C. Course Cancellations

FR CA 200. French-Canadian. First Year University French.
FR CA 331. French-Canadian Civilization.
R LIN 370. Contrastive Linguistics: French and English Morphology and Syntax.

2. SOCIOLOGY

New Course

SOC 578. Seminar in Marital and Family Interaction *3 (either term, 0-3s-0).

Note: It is proposed that the Romance Languages and Sociology submissions be implemented in 1978-79.

ARTS FACULTY COUNCIL

Minutes of Meeting of August 29, 1978

2:00 - 4:30 p.m.

PRESENT: R. G. Baldwin (Chairman), R. F. Anderson, S. H. Arnold, M. I. Asch, D. Barnet, W. A. Blanchard, C. Burdeniuk, R. L. Busch, A. D. Cairns, M. Coates, J. A. Creore, D. Cullen, D. Daniel, J. V. DeFelice, P. A. Demers, O. P. Dickason, C. A. Dimic, M. V. Dimic, W. Eastman, F. C. Engelmann, C. G. Englefield, B. L. Evans, L. T. Fitz, J. A. Forbes, J. F. Forrest, J. V. Freeman, R. Frucht, J. R. Giard, R. Gillies, R. R. Gilsdorf, C. Gordon-Craig, L. C. Green, H. Groberman, C. S. Hale, G. Harding, B. L. Harris, T. F. Hartnagel, D. H. Haynes, R. R. Hett, C. G. Hickey, C. W. Hobart, B. A. Hunter, E. L. Jackson, M. Jendyk, D. C. Johnson, H. J. Jones, J. King-Farlow, H. Kreisel, B. Linsky, J. A. MacIntyre, J. C. MacKenzie, R. C. Macleod, L. N. McKill, J. H. McTeague, W. A. Meilen, R. J. Middleditch, B. Mitchell, R. G. Moyles, E. Mozejko, A. M. Munn, D. V. J. Muyres, R. M. Nielsen, K. Ohta, G. Peacock, R. H. M. Plain, M. Prokop, S. M. M. Qureshi, E. Reinhold, P. A. Robberecht, P. A. Robison, A. Ropchan, P. A. Runquist, B. L. Scarfe, A. A. Smith, R. C. Smith, R. H. Solomon, J. Toogood, F. P. Van de Pitte, M. M. Van de Pitte, L. M. Wankel, M. A. Whitaker, T. H. White, M. D. Wilkie, S. J. C. Williams, E. N. Yates.

1. Executive Committee Report: Summer 1978
[The report and appendices having been distributed in advance of the meeting, copies are attached to the official Minutes only.]

The following items were removed for separate consideration.

1.1 Approval of Minutes of May Meetings of Arts Faculty Council [ref. item 1, Exec. Rpt.]
The Executive recommendation was put to Council on a motion by Mr. Gillies, seconded by Professor Munn,

> THAT the delegation of authority to the Executive to approve the May Council Minutes be withdrawn (so that henceforth the May Minutes will be approved by full Council at its first Fall meeting).

Motion carried.

1.2 Additional Representation on Council [ref. item 4.2, Exec. Rpt.]
The Executive recommendation was put to Council on a motion by Professor Kreisel, seconded by Professor Nielsen,

> THAT the Division of East European Studies be invited to nominate a representative annually as an external member of Arts full Council and Arts Executive Council.

Motion carried.

1.3 Board of Governors Nominations Procedures [ref. item 5, Exec. Rpt.]
The joint recommendation of the Executive and the Election Procedures Committee was put to Council on a motion by Professor Macleod, seconded by Professor Haynes, THAT the following be established as the standard Faculty procedures for Board nominations:

1. Dean to notify all full-time members of the teaching staff that nominations are, through their Chairmen, being sought.

2. Department Chairmen to forward suggestions to the Dean.
3. Members of the Executive to make informal enquiries of their own.
4. Executive to decide on no more than three names to be placed in nomination.

Motion carried.

1.4 Rehearing Committee Membership: Revision to Agreement Article 11.05.3
[ref. item 10, Exec. Rept.]
The Executive recommendation was put to Council on a motion ty Professor M. V. Dimic, seconded by Professor Nielsen, THAT Council approve the following modification (underlined) of Faculty practice where makeup of Rehearing Committees is concerned:

> For departments with fewer than five full-time staff not on leave, and available for service when the need arises, the number of representatives shall be, where possible, two departmental representatives and three selected from the Faculty panel (at least one from each of the two groups), any departmental tenure representative on the Rehearing Committee, however, to be replaced by Faculty election in the case of tenure hearings, and the departmental complement likewise to be filled by Faculty election, as necessary, where there are insufficient eligible staff. When it is necessary in the case of Religious Studies to replace departmental representatives or make up the departmental complement on a Rehearing Committee, the Department of Religious Studies shall be taken to include the Department of Philosophy.

Motion carried.

1.5 Review of Arts Faculty Committee Structure [ref. item 11, Exec. Rept.]

1.5.1 Description of Arts Faculty Committees
Council received for information an outline of the Faculty's standing committee structure, this document having been amended to take account of recent changes in the Staff Agreement;

p.4, #16 Rehearing Committee: Faculty Membership
Revise line 5 to read: "plus a sixth member selected by rotation from a GFC-elected panel."

p.5, #18 Tenure Committee: Faculty Membership
Revise line 4 to read: "plus an additional member selected by rotation from a panel elected by GFC."

1.5.2 List of Committee Memberships
Council's attention was drawn to the list of Committee memberships appended to the Executive Report, it being noted that acceptance of the report would signify approval of new appointments made by the Executive according to the Faculty's established procedures. (Note: The August 29 listing is confined to faculty memberships. Student members of Council were reminded

that they constitute the nominating body for student membership on a majority of the Faculty standing committees, and that these nominations are to be submitted to the October meeting of Council.)

1.5.3 Slate for Election to Rehearing Committee: Faculty Panel
The Executive nominations for election to the eight-member Rehearing Panel were automatically before Council:

Fine Arts/Humanities (4 to be elected)	Social Sciences (4 to be elected)
N. E. Bonvalet, Romance Lang.	F. D. Blackley, History
M. V. Dimic, Comparative Lit.	P. J. Cahill, Religious Studies
P. Gallivan, English	L. H. Craig, Political Science
G. Krapf, Music	R. Gruhn-Bryan, Anthropology
C. T. Peacocke, Drama	D. L. Kuiken, Psychology
R. Silvester, Art and Design	T. L. Powrie, Economics

It was moved by Professor Munn, seconded by Professor Frucht,

THAT nominations cease.

Motion carried
(election by Faculty-wide mail ballot).

1.5.4 Slate for Election to Salaries and Promotions Committee
The Executive nominations for election to the two vacant seats were automatically before Council:

J. V. DeFelice, Drama
N. A. Page, English
B. L. Rochet, Romance Languages
M. M. Van de Pitte, Philosophy

It was moved by Professor Munn, seconded by Professor Nielsen,

THAT nominations cease.

Motion carried
(election by Faculty-wide mail ballot).

1.5.5 Slate for Election to Tenure Committee: Faculty Panel
The Executive nominations for election to the five vacant seats were automatically before Council:

Fine Arts/Humanities (3 to be elected)	Social Sciences (2 to be elected)
R. J. Buck, Classics	M. E. Enzle, Psychology
G. Perks, Drama	M. L. McMillan, Economics
R. A. Shiner, Philosophy	T. C. Pocklington, Political Science
E. N. Yates, Art and Design	
R. A. Young, Romance Lang.	D. E. Young, Anthropology

It was moved by Professor Munn, seconded by Professor Engelmann,

THAT nominations cease.

Motion carried
(election by Faculty-wide mail ballot).

1.5.6 Retirement of Election Procedures Committee
It was moved by Professor Evans, seconded by Professor M. V. Dimic,

> THAT the Election Procedures Committee be retired with the thanks of Council (the recommendation for dissolution having been initiated by the EPC, on the grounds that the various Faculty electoral procedures have now been established).

Motion carried.

It was then moved by Professor R. C. Smith, seconded by Mr. Gillies,

> THAT the Executive Report be approved by Council.

Motion carried.

2. Minutes of Arts Faculty Council Meeting of May 17, 1978
On a motion by Professor Johnson, seconded by Professor Nielsen, the Minutes were adopted as circulated.

3. Arts Executive Council: Approval of Departmental Slates
It was moved by Professor Robberecht, seconded by Professor Haynes, THAT the full Council of the Faculty approve the departmental nominations to the 1978-79 Executive Council:

Department	Members	Alternates
Anthropology	M. I. Asch H. B. Barclay	M. M. Young
Art and Design	G. J. B. Egler J. R. Giard	J. Knowlton
Classics	J. R. Wilson	K. A. Garbrah
Comparative Literature	Pending	
Drama	Pending	
Economics	A. W. Jenkins M. S. Noorzoy K. H. Norrie	R. H. M. Plain
English	P. A. Demers P. Gallivan J. F. Forrest R. H. Solomon	G. D. Kelly R. Hoffpauir M. L. Ross J. D. W. Crowther
Germanic Languages	C. Hale	R. J. E. d'Alquen
History	O. P. Dickason B. L. Evans D. C. Johnson	
Music	A. M. Munn M. Sasonkin	A. J. Ord
Philosophy	R. N. Bosley J. King-Farlow	B. Linsky R. A. Shiner
Political Science	F. G. Hulmes S. M. M. Qureshi	L. C. Green

Department	Members	Alternates
Psychology	Pending	
Religious Studies	M. A. Morgan	
Romance Languages	M. Badir A. J. Ballah R. G. Motut	P. A. R. Monod
Slavic Languages	P. A. Rolland	Y. Slavutych
Sociology	S. M. Abu-Laban T. F. Hartnagel L. W. Kennedy	W. A. Harrell

Motion carried.

4. Supplementary Recommendation of the *ad hoc* Committee to Review Credit by Special Assessment [ref. item 5, AEC, 11/4/78]
Arts Executive Council on April 11, 1978 referred back to the *ad hoc* Committee item 6(b) of its report: That information about the student's past academic record and current program of courses should be appended to the student's application form by the Faculty concerned. The referral was accompanied by instructions "to review credit by special assessment as it relates to advanced placement, and with particular application to the language departments." The Committee responded with the following substitutional recommendation:

> A student who is given advanced placement in a course may not subsequently apply for credit by special assessment in the prerequisite for that course.

The proposed revision was not entirely satisfactory to the language departments, whose concerns were summarized by Professor Creore, the Chairman of Romance Languages, in a memo dated August 24, 1978:

> The revised recommendation concerning Credit by Special Assessment and Advanced Placement is ambiguous because the word "subsequently" could apply either to the moment of awarding advanced placement or to the completion of the course in which advanced placement was given. Removal of "subsequently" would force the first interpretation, but this is not what our department had in mind when I moved to send the matter back to committee. Our concern was the student who takes a 300-level course on the basis of advanced placement and uses this course as an active review of the subject prior to attempting a 200-level course by special assessment. We have no objection to a student applying for CAS at the time he receives advanced placement. A review of my correspondence [with other language chairmen] and consultation with our language staff reveals agreement on this point.

Professor Creore having given notice of an alternative recommendation, the latter was formally presented to Council on a motion by Professor Jendyk, the Chairman of the *ad hoc* Committee, and seconded by Professor Creore:

> THAT a student who desires credit in a prerequisite to a course in which advanced placement has been given must make application for credit by special assessment no later than the last

day for course registration in the term in which the advanced course is being taken and must complete the requirements for assessment within the prescribed three-month period.

Motion carried
(replacement of rec.6(b) of the original report).

5. Report of the Course and Calendar Change Committee
[Father de Valk, Principal of St. Joseph's College, was present for the discussion of the report and addendum, copies of which are attached to the official Minutes.]

It was moved by Professor Reinhold, seconded by Professor Asch,

> THAT the Report of the Course and Calendar Change Committee (including the addendum) be approved by Council.

The report was considered in light of the following amendments and comments.

p.1 Anthropology

ANTHR 250. Race and Racism in the Modern World.
Amend course description: Change "discussion" to "discussions."

ANTHR 412. Slavery and Slave Societies.
Delete from the course description: "importance."
Substitute: "implications."

pp.1 & 2 Art and Design

ART 612, 613, 622, 623, 630, 662, 663, 672, 673, 675, 692, 693 and 695. Add Note: It is proposed that these new courses be introduced in 1978-79.

p.3 Comparative Literature

C LIT 355. Comparative Studies in Traditional and Post-Colonial Literatures I.
C LIT 356. Comparative Studies in Traditional and Post-Colonial Literatures II.
C LIT 556. Advanced Comparative Studies in Traditional and Post-Colonial Literatures.

Delete from each of the course descriptions: "comparative study of the French and English literatures of Africa."

Substitute: "comparative study of the literatures of Africa in French and English."

pp.6 & 7 English

For purposes of clarification it was noted that the new courses in Literary Genres and Literary Theory are intended as studies in English literature and English literary criticism (rather than general literary theory), and that the new courses in National Literatures in English are primarily concerned with Commonwealth literature (although the latter courses may include the national literatures in English of countries such as Pakistan and South Africa, which are not members of the Commonwealth).

p.12 Philosophy

The entry in the report recommends that the description of PHIL 450 be changed to read: "Topics concerning art, art criticism, and natural beauty." For purposes of clarification it was explained

that PHIL 450 is not a course in art criticism (as viewed from the perspective of the Department of Art and Design), but that it is a course in Advanced Aesthetics (the latter title having been traditionally associated with Philosophy courses of this nature).

> Note: Arising out of the foregoing discussion was the suggestion that future submissions of course changes be presented in the context of the course titles.

p.17 St. Joseph's College
Delete from the list of courses proposed for introduction in 1978-79: CHR T 346.

The question was called on approval of the report, as amended, and excluding three courses removed for separate consideration (see below).

Motion carried.

The debate then centred upon the courses removed for separate consideration.

p.1 Anthropology
ANTHR 250. Race and Racism in the Modern World.

Anthropology 250 was originally set aside on the grounds of possible overlap with a 300-level minority group relations course offered by the Department of Sociology. However, the challenge was withdrawn, it having been established that the latter course is primarily concerned with Canadian minority group relations.

The vote was taken on approval of ANTHR 250.

Motion carried.

p.17 St. Joseph's College
CHR T 347. The Churches in Europe in the 20th Century.
CHR T 349. Christianity and Social Justice.

Council was advised that Christian Theology 347 and 349 were brought to the attention of interested departments in July, at which time there was seemingly no opposition to these courses on jurisdictional grounds (although Professor Waugh, Chairman of the Department of Religious Studies, did register a potential interest in the area of church history). However, on August 22, 1978 (i.e. after the completion of the Course and Calendar Report), the Chairman of the Calendar Committee received a memo from Professor Waugh, which stated, in part:

> (1) Christian Theology 347: The Churches in Europe in the Twentieth Century will most certainly duplicate material that is covered in the course that we will introduce this coming year Religion 339: Religious Movements and Ideologies in Modern Judaism. Moreover, some of the material is now being taught in Religion 340: Judaism and the Jewish People. Apart from that though the course seems so diverse in materials to be covered and in the scope of the course that it seems beyond ability to teach this in one-half course.
>
> (2) Christian Theology 349: Christianity and Social Justice duplicates some of the material taught now in our Religion

390: Modern Religious Perspectives. It may be that the course could be tailored to consider chiefly material in Canada in which case it would be a new and exciting offering to students on campus.

There being no representation from the Department of Religious Studies at the August 29 meeting, it was moved by Professor White, seconded by Professor Munn,

THAT consideration of CHR T 347 and 349 be deferred.

Members speaking in support of the resolution felt that the Department of Religious Studies should be given an opportunity to elaborate on the issues. The counterargument was that the Department received advance notice of these courses in July; that it was aware of the Council meeting at which the courses would be considered (i.e. August 29), and that a deferral would seriously disadvantage the College, in terms of approval, advertising, and offering of the courses in the 1978-79 second term (it being noted in the latter case that many students set their full-year program at the outset of the fall term).

Motion to defer defeated.

The vote was taken on approval of CHR T 347 and 349.

Motion carried.

6. Supplementary Professional Activities: Revisions to Agreement Article 29
In accord with the requirements of Article 29 of the new Faculty Agreement, Council in April 1977 approved a set of criteria and procedures governing the administration and control of the supplementary professional activities of Arts staff members (ref. item 6, AEC, 12/4/77). Article 29 and the relevant Board policy statement were subsequently revised (in light of the difficulties of implementation), and this in turn necessitated a reexamination of the April 1977 Faculty guidelines. Members now had before them a set of 15 proposals for the modification and/or clarification of the earlier criteria (a copy of which is attached to the official Minutes), these recommendations having been prepared by Dean Baldwin (with the concurrence of the Arts Executive), and being formally presented on a motion by Professor Munn, seconded by Professor M. V. Dimic,

THAT the 15 recommendations be approved by Council.

Dean Baldwin explained:

That recommendations 1, 2, 3, 10 & 11 constituted reaffirmations of positions taken by Council on April 12, 1977.

That recommendations 4 & 8 were, in the Dean's view, strong inferences from previous positions taken by Council.

That the Board and the AASUA had now left to the discretion of individual faculties the decision whether or not privately contracted research should be reportable as supplementary professional activities, subject to scrutiny, and in the case of major activities, subject to the approval of the chairman of the department, and that recommendations 6 & 13 were addressed to this issue. (Note: Here it was pointed out that supplementary professional activities are, by definition, externally remunerated professional activities related to a staff member's discipline).

That recommendations 7, 12, 14 & 15 were primarily concerned with procedural details.

That recommendation 5 called for the establishment of an *ad hoc* study committee on supplementary professional activities.

That recommendation 9 called for the discussion of the SPA statement form employed during the fall of 1978, it being understood that no decision as to future format will be taken until a form has been established for the Annual Report (ref. item 7 below).

That in the view of the Dean and the Executive the overall set of recommendations seemed to be consistent and principled and in the best interests of the Faculty, and yet with a minimum of irritants to the individual staff member.

In light of this background, the question was put on approval of the report, excepting recommendations 4, 7, & 13 (these three recommendations having been removed for separate consideration; see below).

Motion carried.

> Recommendation 4
> THAT SPA annual statements be taken into account in the evaluation of a staff member's performance for tenure, increments and promotion.
>
> Comment: Before it had its new authority actually to decide the matter (Article 29.05.5), Council asserted that these activities ought to be identified on FSPC Worksheets. It is important that Chairmen, tenure committees, and FSPC's be allowed to consider their effect on total performance, since they are related to the staff member's normal University work and are pursued, in effect, on University time.

One member read into the commentary accompanying the recommendation a negative connotation. However, it was emphasized that the force of the recommendation was simply that the SPA annual statement be made available for assessment purposes. It would then be left to the respective chairman and committee to make a judgement, which could be either positive or negative, depending upon the individual case.

It was moved by Professor Frucht, seconded by Professor Munn, THAT the question be put.

Recommendation 4 approved.

> Recommendation 7
> THAT the time of year, week or day when activities were or are to be undertaken be deemed to be necessary information and therefore reportable.

Some members questioned the need for such precise terminology (the reference to the "time of day" being the major irritant), on the grounds that creative activity is not readily confined to a specific time slot. However, it was pointed out that the timing of the supplementary professional activities can be useful information for the chairman, not only in judging their effect on a staff member's performance, but also in considering the implications

for teaching assignments, use of University facilities, etc. Members were also reminded that the SPA form now in use calls for the time of year, week, day, "expressed generally."

It was moved by Professor Frucht, seconded by Professor MacKenzie, THAT the question be put.

Recommendation 7 approved.

Recommendation 13
THAT a report of the amount of money earned through supplementary activities not be required.

Although already agreed to on April 12, 1977, it was suggested that Recommendation 13 be reexamined in light of Recommendation 6 (THAT research contracts not involving the University and research grants not administered by the University be deemed to involve "supplementary activity"), the point being that the magnitude of the income from such activities could be significant. The prevailing argument was that the University has a responsibility to ensure that the time spent on supplementary professional activities does not interfere with the staff member's normal duties, but that the income derived from SPA is the staff member's private affair. In the latter case it was also argued that merit increments ought not to be dependent upon whether or not the staff member has made a significant amount of money from outside sources.

The question was called by general consent.

Recommendation 13 approved.

7. Annual Report: Revisions to Agreement Article 28
The Executive recommendation was put to Council on a motion by Professor Nielsen, seconded by Mr. Gillies,

> THAT in light of revisions to Article 28 of the Faculty Agreement, the Executive establish an *ad hoc* committee to consider and make recommendations concerning the format of the Annual Report for staff in Arts, with particular but not necessarily exclusive reference to
>
> (a) its components
> -- having regard to:
>
> (i) the categories of information suggested as minimal in Appendix "J" of the revised Agreement (a copy of which is attached to the official Minutes);
>
> (ii) the format proposals of the GFC Committee for the Improvement of Teaching and Learning;
>
> (iii) general appropriateness and specific applicability to Arts disciplines;
>
> (iv) standardization necessary for clear communication and periodic Faculty analysis, including the detailed specifications involved in reporting publications/creative work, graduate supervision, research grants;
>
> (v) the governing University criteria (as enunciated in new Article 28.02: "teaching and related activities,

research and the advancement of knowledge, supervision of graduate students, advising students, and University/Faculty/Department administration")

(b) its functional relationship with the FSPC Worksheet

(c) its suitability as a vehicle for Supplementary Professional Activities annual statements

(d) its layout and design.

An amendment was moved by Professor Munn, seconded by Professor R. C. Smith,

THAT not fewer than one staff member from the Fine Arts be on the study committee.

Amendment carried.*

Motion, as amended, carried.

*Council did not see a need to broaden the terms of reference, it being understood that this will be a representative Faculty committee.

. Adjournment

By general consent, the meeting was adjourned at 4:30 p.m.

Chairman.

FACULTY OF ARTS EXECUTIVE COMMITTEE REPORT: SUMMER 1978

1. Approval of Minutes of May Meeting of Arts Faculty Council
The Executive Committee recommends that Council rescind its legislation of October 30, 1972, which directed the Executive to approve the Minutes of the May meetings of Arts Faculty Council. The legislation was enacted when the first fall meeting of Council took place in October, and was designed to eliminate delay in the consideration of the Minutes of the spring meeting. However, in light of the fact that full Council now meets in August, this particular provision seems no longer necessary.

2. Revisions to the List of Spring Graduands
The following revisions were made to the list of Spring Graduands after its May 17 submission to Council:

   BLAIN, Maurice Joseph, addition to the list of students recommended for the B.A. (General) degree;

   GODWIN, Barry William, deletion from the list of students recommended for the B.A. (General) degree (a subsequent check of his record revealing no result yet recorded for a required course being taken by correspondence);

   METCALFE, Robert Alexander, addition to the list of students recommended for the B.A. (Special) degree;

   PFLEGER, Brenda Marie, addition to the list of students recommended for the B.A. (Special) degree.

3. Response of Board to Council Resolutions of April 11, 1978 [ref. item 5, AFC, 17/5/78]
The Board of Governors responded to the Arts resolutions on May 26, 1978, in terms anticipated by the Dean in his May 17 report to Council, including an affirmation by the Chairman of a need to improve internal communication. The Board has since instituted an informal monthly newsletter to all Deans, and has indicated that there will be meetings on an ongoing basis with the Deans' Council.

4. External Representation on Council, 1978-79
   4.1 Existing Seats
   Acting on authority delegated by Arts Council, the Executive received and approved the following nominations:

Business Administration and Commerce	D. M. Cullen
Faculté St.-Jean	Dean F. J. McMahon (reappointment)
Education*	B. Schwartz, Elementary Ed. (reappointment) A. A. Smith, Secondary Education
Engineering	C. G. Englefield, Electrical Engineering
Home Economics	N. Fetterman (reappointment)
Physical Education and Recreation	L. Wankel
Science	E. L. Jackson, Geography (reappointment) (Reappointed as alternate: N. R. M. Seifried) M. L. Marckworth, Linguistics (reappointment) H. L. Abbott, Mathematics (reappointment)

* The Executive accepted the recommendation of the Faculty of Education that the March 1973 legislation involving the appointment of one member from the Dean's Office no longer be in effect (the 1973 legislation having been enacted at the request of the Faculty of Education).

4.2 Additional Representation
The Executive recommends that the Division of East European Studies on a continuing basis be invited to nominate one representative annually as an external member of Council (the request having been initiated by the EES Division, on the grounds of its close relationship to the Faculty).

5. Board of Governors Nominations Procedures
The Arts Executive and the Election Procedures Committee jointly recommend that the following be established as the standard Faculty procedures for Board nominations (items 2-4 having been implemented on an interim basis in 1975 and 1977):

   1. Dean to notify all full-time members of the teaching staff that nominations are, through their Chairmen, being sought.
   2. Department Chairmen to forward suggestions to the Dean.
   3. Members of the Executive to make informal enquiries of their own.
   4. Executive to decide on no more than three names to be placed in nomination.

6. Credit by Special Assessment: Registrar's Response to Council Enquiry re: CSA Fee for Single-Term Courses [reported for information]
Arts Executive Council having resolved on April 11, 1978 to seek the rationale for the same CSA fee being charged for a single-term course as a full-year course, the question was put to the Registrar by Dean Baldwin. The Registrar's response was, essentially, that the examining for a single-term course involves as much as the examining for a full-year course, and that the fee is paid to the examiner.

7. Student Appeal: Brian William Sloan
The Executive upheld Mr. Sloan's appeal for permission to take Sociology 324 and 329 as a Visiting Student at the University of Alberta 1978 Summer Session, notwithstanding his failure to comply with the established deadline governing registration. The argumentation was based, in part, on the grounds that Mr. Sloan was in the final year of an Honors program at Glendon College, Toronto; that he was enrolled in two single-term courses at the U. of A. Spring Session, and that the two Sociology courses would enable him to complete his degree during the summer months and thus place him in a competitive position for fall employment in his chosen field of law enforcement and/or corrections. Mr. Sloan added that his ultimate educational goal was to complete an M.A. degree in criminology, and that he hoped to pursue his graduate studies at the University of Alberta.

8. Student Appeal: Name Withheld
This student was admitted to the Faculty of Arts for the 1977-78 session as a probationary student (in light of a failed year at the University of British Columbia), the regulations governing probation having been clearly

stated in a letter dated August 10, 1977 from the Student Program Office: "that [the student] pass all courses attempted with minimum grades of 4, after any permitted supplementals; and achieve a grade point average of 5.0 with a five course registration, or 5.5 with a registration in four or fewer courses, before any permitted supplementals." In June 1978, having failed to meet these requirements, the student was informed that he could not continue in the Faculty. He appealed against the decision, his argument being based, essentially, on the grounds of special pleading. The appeal was denied, the Executive having failed to find in the student's record, or in the circumstances of the appeal, a case for exception.

9. Report of the Admissions and Matriculation Requirements Committee on Quota Policies for Arts

The report was commissioned by the Executive in June 1977, at which time it appeared that there was a likelihood of quotas being imposed on the Faculty of Arts by 1980-81. However, events have overtaken the study, the University Priorities Committee having recently forecast a 5-year period of declining enrolments, and the Board Priorities Committee having recommended that the rationale for existing quotas be re-examined. Under the circumstances, the Executive has simply received the AMRC report for information and will hold it as a reference document.

10. Rehearing Committee Membership: Revision to Agreement Article 11.05.3

The Executive recommends a minor change in the existing legislation governing Faculty Rehearing Committee membership, the amendment being addressed to "departments with fewer than 5 full-time staff not on leave and available for service when the need arises." (See Appendix)

11. Review of Arts Faculty Committee Structure

Membership on Faculty committees was reviewed in light of leaves and the expiration of terms of office, and a number of replacement appointments were made (see attachment headed Arts Faculty Standing Committee Memberships, 1978-79). Council is asked to ratify these appointments, and to approve slates for election to the Rehearing, Salaries and Promotion, and Tenure Committees. In addition, the Executive submits to Council the recommendation of the Election Procedures Committee that the EPC be retired.

APPENDIX

Rehearing Committee Membership. Article 11.05.3

A recent amendment to the Faculty Agreement Article 11 re: membership of Faculty Rehearing Committees changes the "regular" membership requirements (there will now be a sixth member, from GFC) from "five staff members, at least two of whom shall be members from the same discipline as the staff member whose case is being heard" to "at least four of whom shall be from the same Faculty as the staff member being considered." Since Arts previously decided (under the old terms) that all five memberships under its jurisdiction should be from the Faculty, and specified that there should be three, not merely two, departmental representatives, except in the case of very small departments (i.e. did not find itself constrained by the earlier terms), there is no need to reexamine the composition of the Rehearing Committee in Arts except perhaps in the case of our rules governing "departments with fewer than five full-time staff not on leave and available for service," where obtaining the required two, let alone three, eligible representatives created so much difficulty that we dropped our number to two and obtained authorization to draw on Philosophy, as necessary in order to hear cases from Religious Studies, the problem department. Arts could now, if it saw fit, reduce departmental representation in the case of small departments to one or zero.

The Executive recommends THAT Council reaffirm its existing legislation, with a minor change (underlined):

> "For departments with fewer than five full-time staff not on leave, and available for service when the need arises, the number of representatives shall be, where possible, two departmental representatives and three selected from the Faculty panel (at least one from each of the two groups), any departmental tenure representative on the Rehearing Committee, however, to be replaced by Faculty election in the case of tenure hearings, and the departmental complement likewise to be filled by Faculty election, as necessary, where there are insufficient eligible staff. When it is necessary in the case of Religious Studies to replace departmental representatives or make up the departmental complement on a Rehearing Committee, the Department of Religious Studies shall be taken to include the Department of Philosophy."

ARTS FACULTY STANDING COMMITTEE MEMBERSHIPS, 1978-79

Academic Planning Committee[1]

B. R. Abu-Laban, Associate Dean
R. A. Davey, Art and Design
R. R. Hett, History (Chairman)
K. H. Norrie, Economics
J. O. Orrell, English
B. G. Rule, Psychology
G. Schaarschmidt, Slavic Languages

Academic Standing Committee

S. M. Abu-Laban, Sociology
M. Forsyth, Music
M. Jendyk, Drama
R. J. Middleditch, Student Pgm. Office
P. A. Runquist, Psychology (Chairman)

Admissions and Matriculation Requirements Committee

W. A. Blanchard, Associate Dean
J. Giard, Art and Design
D. J. Moss, History
R. A. Silverman, Sociology
M. D. Wilkie, English (Chairman)
J. R. Wilson, Classics

Canadian Studies Committee[2]

D. E. Bessai, English
F. F. Bueckert, Drama
G. Cadrin, FSJ
G. Dacks, Political Science
R. T. Harrison, English
(Curriculum Committee rep.)
H. M. Lysons, Ed. Foundations
R. J. Middleditch, Student Pgm. Office
R. G. Motut, Romance Languages
D. R. Owram, History
R. A. Pendergast, Economics
P. A. Robberecht, Comp. Lit. (Chairman)
N. R. M. Seifried, Geography
E. L. Snider, Sociology
(plus Anthropology rep. TBA)

Counselling Committee

J. W. Bilsland, English (Chairman)
W. A. Blanchard, Associate Dean
R. A. Davis, Student Counselling Services
J. A. Forbes, Art and Design
P. A. Runquist, Psychology
V. A. Stobee, Student Pgm. Office

Course and Calendar Change Committee

M. F. Bauer, Economics
A. A. Carlson, Philosophy
G. F. N. Fearn, Sociology
R. J. Middleditch, Student Pgm. Office
G. S. Peacock, Art and Design
E. Reinhold, Asst. Dean (Chairman)
P. Swartz, Psychology

Curriculum Committee

W. A. Blanchard, Associate Dean
J. Frascara, Art and Design
K. L. Gupta, Economics
R. T. Harrison, English (Chairman)
L. E. Larson, Sociology
P. E. Prestwich, History
M. Prokop, Germanic Languages
P. A. Schouls, Philosophy

East Asian Studies Committee

D. H. Bai, Anthropology
B. L. Evans, History
J. A. Forbes, Art and Design
H. J. Jones, History (Chairman)
S. R. Munro, History
K. Ohta, History
D. E. Young, Anthropology

Election Procedures Committee[3]

D. E. Bessai, English
L. H. Craig, Political Science
F. A. de Luna, History (Chairman)
G. E. Lincoln, Music
D. E. Young, Anthropology

Executive Committee

Dean R. G. Baldwin (Chairman)
L. T. Fitz, English
F. C. Engelmann, Political Science
C. W. Hobart, Sociology
H. Kreisel, Comparative Literature
R. C. Macleod, History
R. M. Nielsen, Classics

Film Committee

S. H. Arnold, Comparative Lit. (Chairman)
A. A. Carlson, Philosophy
P. Darrah, Art and Design
J. M. Duciaume, Romance Languages
R. Hoffpauir, English
E. P. Murray, Political Science
G. B. Peacock, Drama

Honors Committee

M. F. Bauer, Economics
W. Berg, Music
R. J. Buck, Classics
A. A. Carlson, Philosophy
C. K. A. Colter, Romance Languages
L. H. Craig, Political Science
J. A. Forbes, Art and Design
D. Kuiken, Psychology
R. C. Macleod, History
M. L. Marckworth, Linguistics (Chairman)
J. S. McMaster, English
B. Medwidsky, Slavic Languages
K. D. Prithipaul, Religious Studies
E. Reinhold, Assistant Dean

Honors Committee (cont.)

P. A. Robberecht, Comparative Lit.
A. Scott-Prelorentzos, Germanic Lang.
R. A. Silverman, Sociology
S. J. C. Williams, Drama
M. M. Young, Anthropology
(plus Geography rep. TBA)

Library Committee

B. L. Almon, English
T. N. Ballin, Classics
A. L. Bryan, Anthropology
J. C. Hackler, Sociology
M. Kalinowsky, Romance Lang.
M. L. Kosinski, Art and Design
U. Margolin, Comparative Lit.
J. K. Masson, Political Science
H. Pausch, Germanic Lang.
R. A. Pendergast, Economics
(Canadian Studies rep.)
K. D. Prithipaul, Religious Studies
W. C. Riddell, Economics
P. A. Rolland, Slavic Languages
G. A. Rothrock, History
W. Schneiderman, Psychology
M. Sharma, HASSL
W. D. Sharp, Philosophy
F. P. Van de Pitte, Phil. (Chairman)
J. Whittle, Music
S. J. C. Williams, Drama

Rehearing Committee: Faculty Panel[4]
Executive Nominations for election to 8 vacant seats (4 from the Fine Arts/Humanities and 4 from the Social Sciences)

N. E. Bonvalet, Romance Lang.
M. V. Dimic, Comparative Lit.
P. Gallivan, English
G. Krapf, Music
C. T. Peacocke, Drama
R. Silvester, Art and Design
- - - - - - - - - - - - - - - - - - - -
F. D. Blackley, History
P. J. Cahill, Religious Studies
L. H. Craig, Political Science
R. Gruhn-Bryan, Anthropology
D. Kuiken, Psychology
T. L. Powrie, Economics

Salaries and Promotions Committee
Continuing Members

C. W. Hobart, Sociology
A. M. Munn, Music
S. M. M. Qureshi, Political Science

Executive Nominations for election to 2 vacant seats

J. V. DeFelice, Drama
N. A. Page, English
B. L. Rochet, Romance Languages
M. M. Van de Pitte, Philosophy

Tenure Committee: Faculty Panel
Continuing Members

L. W. Conolly, English
J. C. Hackler, Sociology
P. E. Prestwich, History

Executive Nominations for election to 5 vacant seats (3 from the Fine Arts/Humanities and 2 from the Social Sciences)

R. J. Buck, Classics
G. Perks, Drama
R. A. Shiner, Philosophy
E. N. Yates, Art and Design
R. A. Young, Romance Languages
- - - - - - - - - - - - - - - - - - - -
M. E. Enzle, Psychology
M. L. McMillan, Economics
T. C. Pocklington, Political Science
D. E. Young, Anthropology

1. The terms of Professors Hett, Orrell and Rule would normally expire in the fall of 1978. However, the Executive recommends that their appointments be extended to December 31, 1978, to allow for completion of the APC study of Faculty workloads. The Executive also recommends that Professor Hett serve as interim Chairman during this period (replacing Professor R. E. McKown, who is on leave).

2. The Arts Executive and the Canadian Studies Committee jointly recommend that henceforth the term of Chairman of the CSC be three years rather than two, and that the current Chairman, Professor Robberecht, serve for another year (i.e. 1978-79).

3. The Arts Executive and the Election Procedures Committee jointly recommend that the EPC be retired.

4. Election of the full 8-member panel is required, even though no meeting of the Rehearing Committee was called during the two-year terms of its first members.

August 1978.

FACULTY OF ARTS STANDING COMMITTEE STRUCTURE

1. ARTS FACULTY (FULL) COUNCIL

Under the Universities Act, the Arts Faculty Council is the legislative body of the Faculty of Arts and has responsibility for programs, courses, examinations and course results, admission requirements, and academic standing, subject only to the control of the General Faculties Council of the University. In practice, the full Council normally meets but twice a year, primarily to approve elected membership to an Executive Council and new course and calendar submissions in the fall, and to approve lists of graduands in the spring. The full Arts Council has otherwise delegated its authority to the Arts Faculty Executive Council (see 2. below). Special meetings may, however, be called by the Dean to debate issues of unusual concern.

Faculty Membership: All full-time academic staff within the Faculty, membership being automatic on appointment; additional members from outside the Faculty appointed annually according to principles of representation established by Arts Council and approved by GFC.

Student Membership: Number determined by formula in 2. below; membership includes all students elected to Arts Faculty Executive Council in the same year; one-year term.

2. ARTS FACULTY EXECUTIVE COUNCIL

The Arts Faculty Executive Council is, on delegated authority, the principal de facto legislative body of the Arts Faculty, reviewing and accepting or rejecting recommendations of standing or ad hoc committees of the Faculty, authorizing ballots, creating committees, etc. The Council normally meets once a month during the academic year. The Minutes of these meetings, together with the report of the Executive Committee (see 3. below) may be viewed in the office of the Faculty Secretary. They are also normally obtainable from the department chairman or an elected departmental representative.

Faculty Membership: Approximately 30 departmental representatives (elected from within each department according to a representation formula established by Council); one-year term; plus approximately 30 statutory members (department chairmen and a number of other faculty members holding office in Faculty committees or in the administration), and external members as in 1. above.

Student Membership: Approximately 30 students are eligible for election (according to the above-mentioned departmental representation formula); one-year term.

3. ARTS FACULTY EXECUTIVE COMMITTEE

The Executive Committee of Arts Faculty Council is the ongoing executive body of the two larger Councils, and is empowered to act between meetings of the Councils and to carry recommendations to them for debate, decision or referral. Its actions are regularly reported to Council for information or ratification. The Executive Committee also functions as the Faculty's Academic Appeals Committee and as Council's Nominations Committee. The Dean may seek its advice on any matter of concern to the Faculty.

Faculty Membership: Dean of the Faculty plus 6 elected members, 3-year terms (staggered); membership divided equally between the Humanities (including Fine Arts) and the Social Sciences; nominations by Department Chairmen for election by Faculty ballot.

Student Membership: 4 students nominated and elected by and from within the group of students elected in the same year to Arts Executive Council; one-year term.

4. ACADEMIC PLANNING COMMITTEE
This committee has ongoing responsibility for formulating and revising broad strategy and for devising specific ways and means for the achievement of academic objectives stated by the Faculty. It meets at the call of the chair, usually monthly.

Faculty Membership: Chairman and 5 members selected by the Executive Committee for ratification by Executive Council; 3-year terms (staggered); plus a designated representative from the Dean's Office.

Student Membership: 3 students nominated by the central core of student representatives elected to Arts Executive Council; one-year term. Nominees may be drawn by the student representatives from amongst their own number, or generally from amongst bona fide students registered in the Faculty of Arts who have indicated a willingness to serve in various capacities. All such nominations are subject to ratification by Arts Council (the October Council meeting having been established as the deadline for receipt of student nominations in any given year).

5. ACADEMIC STANDING COMMITTEE
At the end of each session this committee meets to review the academic performance of individual students in relation to the rules governing academic standing. It may also meet from time to time to make recommendations to Council about these rules and their application.

Faculty Membership: Chairman and 3 members selected as in 4. above; 3-year terms (staggered); plus a co-ordinator from the Student Program Office. The Committee is empowered to add to its number for special projects.

Student Membership: 2 students, one-year term.

6. ADMISSIONS & MATRICULATION REQUIREMENTS COMMITTEE
This committee reviews present practices and initiates recommendations with respect to matriculation requirements and specific problems of admission. Meetings are held at the call of the chair.

Faculty Membership: Chairman and 4 members selected as in 4. above; 3-year terms (staggered); plus a designated representative from the Student Program Office. Resource people as required.

Student Membership: 6, at least one of these to be a "mature, non-matriculant"; one-year term.

7. CANADIAN STUDIES COMMITTEE
This committee administers and keeps under review the program of course offerings designated for students registered in the Canadian Studies Program. Meetings are held at the call of the chair.

Faculty Membership: Chairman (two-year term on the nomination of the committee) and individual members drawn from departments offering Canadian Studies courses (there being no fixed number); 3-year terms (staggered); plus 5 additional members (representing the Student Program Office, the Curriculum Committee, the Departments of Educational Foundations and Geography, and the Faculté St. Jean).

> Note: The Arts Executive and the Canadian Studies Committee will jointly recommend to the August 1978 meeting of Council that henceforth the term of Chairman of this Committee be three years.

Student Membership: 3 students, drawn from those registered in the Canadian Studies program; one-year term.

8. COUNSELLING COMMITTEE

This committee investigates student needs for academic advice on a continuing basis, and devises methods for meeting those needs.

Faculty Membership: Chairman and two members drawn from each of the Divisions of the Faculty (Fine Arts, Humanities and Social Sciences), plus representatives from the Student Program Office and the Student Counselling Service; 3-year terms (staggered).

Student Membership: 3 students; one-year term.

9. COURSE AND CALENDAR CHANGE COMMITTEE

This committee receives and examines all departmental proposals for new courses, changes in course descriptions, and course deletions prior to their presentation to Council. Meetings are held throughout the year as necessary to deal with material submitted.

Faculty Membership: Chairman and 5 members selected as in 4. above; 3-year terms (staggered); plus a designated representative from the Student Program Office.

Student Membership: 2 students; one-year term.

10. CURRICULUM COMMITTEE

This committee deals with particular problems of curriculum (usually on referral) and initiates and recommends change or experimentation where the need is indicated. Meetings are held once or twice a month.

Faculty Membership: Chairman and 6 members selected as in 4. above; 3-year terms (staggered); plus a designated representative from the Student Program Office.

Student Membership: 8 students; one-year term.

11. EAST ASIAN STUDIES COMMITTEE

This committee administers and keeps under review the program of course offerings designated for students registered in the East Asian Studies Program. Meetings are held at the call of the chair.

Faculty Membership: Chairman (on the nomination of the committee) and individual members (there being no fixed number) drawn from departments with an active interest in East Asian studies; 3-year terms (staggered).

Student Membership: 3 students, drawn from those registered in the East Asian Studies program.

12. ELECTION PROCEDURES COMMITTEE

The committee may from time to time recommend on election procedures in general. Meetings are held at the call of the chair.

Faculty Membership: Chairman and 4 members selected as in 4. above; 3-year terms (staggered).

Student Membership: 2 students; one-year term.

Note: The Arts Executive and the Election Procedures Committee will jointly recommend to the August 1978 meeting of Council that the EPC be retired.

13. FILM COMMITTEE
The function of this committee is to stimulate interest in the study of film, and to consider proposals for the establishment of film-related courses.

Faculty Membership: Chairman (on the nomination of the committee) and individual members (there being no fixed number) drawn from departments with a major interest in film study; 3-year terms (staggered).

Student Membership: No provision as yet.

14. HONORS COMMITTEE
This committee reviews and supervises the requirements of the Honors program and considers department recommendations about the performance of students within the program. Meetings are generally held in the spring and fall. Additional meetings may be scheduled at the call of the chair.

Faculty Membership: Chairman (nominated by the committee), and representatives of some 20 departments having Honors programs in which Arts students are registered; two-year terms; plus a designated representative from the Student Program Office.

Student Membership: 20, drawn from students registered in the foregoing Honors programs; 2-year terms, if possible.

15. LIBRARY COMMITTEE
The Faculty Library Committee advises and negotiates with the University Library Committee on the purchasing of items useful for the Fine Arts, Humanities and Social Sciences, acts as a forum for discussion of divergent or conflicting needs of individual departments, etc. Meetings are held at the call of the chair.

Faculty Membership: (Chairman (selected as in 4. above) and 17 members representing individual departments within the Faculty; 3-year terms (staggered); plus representatives from the University Library administration and the Canadian Studies Committee. Resource people as required.

Student Membership: 17, drawn from the individual departments; one-year term.

> Note: The number of student representatives and the method of recruitment are currently under review.

16. REHEARING COMMITTEE
This committee hears appeals against the decisions of Faculty Tenure and Salaries and Promotions Committees (i.e. in cases where tenure, promotions, or increments have been denied) where the University Appeals Committee believes there are grounds for concern. The Committee is established under terms of the Board-AASUA Agreement - Faculty.

Faculty Membership: 3 members (plus 1 alternate) elected for 2-year terms by the department from which cases are being heard; 2 members elected by the Council of the Faculty for two-year terms (the latter representatives being drawn from a panel of 8 Faculty members divided equally between the Fine Arts/ Humanities and the Social Sciences); plus a sixth member appointed by the Vice-President from a GFC-elected panel. The nominations slate for the Arts Faculty panel (which may not include FSPC members) is prepared by the Executive Committee and election determined by mail ballot. (Note: There

are additional qualifications affecting departments having fewer than 10 full-time staff; however, the foregoing is the basic composition.) Chairman is elected by and from among the members of a given committee.

Student Membership: 0.

17. SALARIES & PROMOTIONS COMMITTEE
The primary function of the Faculty Salaries and Promotions Committee is the annual review of performance of members of the academic staff within the Faculty, as a basis for decisions about salaries and promotions. It also advises the Dean on applications for Study Leave.

Faculty Membership: Dean or Associate Dean as Chairman; Department Chairmen; plus 5 members elected by the Council of the Faculty via mail ballot for 3-year terms (the nominations slate having been prepared by the Executive Committee).

Student Membership: 0.

18. TENURE COMMITTEE
It is the responsibility of this committee to hear all recommendations concerning tenure in the Faculty.

Faculty Membership: Dean or Associate Dean as Chairman; 2 members elected for 2-year terms by the department from which cases are being heard; the chairman of the department concerned; 2 members elected by the Council of the Faculty for 2-year terms; plus an additional member appointed by the Vice-President (Academic) from a panel elected by GFC. The Arts representatives are drawn from a pool of 8 Faculty members divided equally between the Fine Arts/Humanities and the Social Sciences, the nominations slate having been prepared by the Executive Committee and election determined by mail ballot.

Student Membership: 0.

August 1978

ADDENDUM

REPORT OF THE COURSE AND CALENDAR CHANGE COMMITTEE, AUGUST 1978

ST. JOSEPH'S COLLEGE

A. New Courses

CHR T 380. Catechetics I. *3 (First Term, 3-0-0). Problems which catechetics faces today, with emphasis on the analysis of basic religious experience in the meeting of God and man in Scripture, in Christ, liturgy and doctrine. Note: Formerly part of CHR T 378. Not open for credit to students with credit in CHR T 378.

CHR T 381. Catechetics II. *3 (Second Term, 3-0-0). Brief survey of the history of catechetics and of contemporary schools of catechetics. An analysis of religious experience and contemporary secularization, and of religious experience and the witness of the individual in the moral life. Prerequisite: CHR T 380. Note: Formerly part of CHR T 378. Not open for credit to students with credit in CHR T 378.

B. Course Cancellation

CHR T 378. Catechetics. *3 (either term, 3-0-0).

Note: The above submission constitutes a reorganization of the previous Christian Theology 378 into two single-term courses, because of difficulty in covering the amount of material. It replaces an earlier submission from St. Joseph's College (ref. p.17, note (2) of the Calendar Committee report).

29/8/78

REPORT OF THE COURSE AND CALENDAR CHANGE COMMITTEE, AUGUST 1978

The following material has been examined by the Committee, and is recommended for Council's approval and inclusion in the 1979-80 Calendar. (Note: Where specified, it is proposed that some of the new courses be implemented in 1978-79.)

1. ANTHROPOLOGY

A. New Courses

ANTHR 250. Race and Racism in the Modern World. *3 (either term, 3-0-0). The challenge of racism in modern societies and the response of anthropology, including the history of the "race" concept in explaining human variation and the uses of racialist notions in discussion of individual and social differences.

ANTHR 412. Slavery and Slave Societies. *3 (either term, 3-0-0). Slavery as an organization of production and its importance for social and economic development. Prerequisite: ANTHR 202 or 307, or introductory course in Sociology or History. Note: ANTHR 325 or 327 or 377 and HIST 362 recommended.

ANTHR 447. Culture and the Individual I. *3 (First Term, 3-0-0). A cross-cultural examination of the individual in society and culture and of the development of personality. Prerequisite: ANTHR 202 or 307, or consent of the Department. Note: Formerly part of ANTHR 442.

ANTHR 448. Culture and the Individual II. *3 (Second Term, 3-0-0). A continuation of 447. Examines decision making and behavior in interaction with the environment. Prerequisite: ANTHR 447 or consent of the Department. Note: Formerly part of ANTHR 443.

ANTHR 492. Problems in Primate Behavior. *3 (either term, 3-0-0). Examines kin selection in primates, sexual differentiation of behavior, evolution of primate behavior patterns, appropriateness of infraprimate analogies to human behavior. Prerequisite: ANTHR 392.

ANTHR 494. Quaternary Environments II. *3 (Second Term, 3-0-0). A comprehensive survey of the Quaternary as a biologic and human environment. Prerequisite: GEOL 484 (Quaternary Environments I). Note: Formerly part of ANTHR 498.

B. Course Change

ANTHR 498. Change prerequisite to read: GEOL 484 and ANTHR 494, or consent of the Department.

C. Course Cancellations

ANTHR 442. Culture and Personality Theory and Method.
ANTHR 443. Problems in Culture and Personality.
ANTHR 477. Advanced Studies in Afro-American Anthropology.
IN ST 484. Quaternary Environments. (Note: This course was approved by Arts Council at its May 17 meeting, and was later withdrawn by the Department.)

2. ART & DESIGN

A. New Courses

ART 612. Painting: concepts, analysis and criticism. *12 (First Term, 0-3s-18).

ART 613. Painting: development of concepts, analysis and criticism. *12 (Second Term, 0-3s-18).

ART & DESIGN

New Courses (cont.)

ART 622. Printmaking: concepts, analysis and criticism. *12 (First Term, 0-3s-18).

ART 623. Printmaking: development of concepts, analysis and criticism. *12 (Second Term, 0-3s-18).

ART 630. Seminar in Related Disciplines. *3 (either term, 0-1s-0).

ART 662. Sculpture: concepts, analysis and criticism. *12 (First Term, 0-3s-18).

ART 663. Sculpture: development of concepts, analysis and criticism. *12 (Second Term, 0-3s-18).

ART 672. Industrial Design. *10 (First Term, 0-2s-16).

ART 673. Industrial Design. *10 (Second Term, 0-2s-16).

ART 675. Industrial Design. *3 (either term, 0-3s-0).

ART 692. Visual Communication Design. *10 (First Term, 0-2s-16).

ART 693. Visual Communication Design. *10 (Second Term, 0-2s-16).

ART 695. Visual Communication Design. *3 (either term, 0-3s-0).

B. Course Cancellations

ART H 602. Seminar in the History of Art and Design.
ART 605. Individual Directed Study in Technical and Conceptual Processes.
ART 606. Seminar in Communications and Related Disciplines.
ART 620. Applied Technical Resources.
ART 660. Applied Technical Resources.
ART 690. Applied Technical Resources.

3. CANADIAN STUDIES

A. New Courses

CAN ST 301. Regional Perspectives in Canadian Intellectual Development. *6 (3-0-0). An interdisciplinary comparison of recurring intellectual themes and issues which define the structure of the Canadian nation from regional points of view. Prerequisites: Reading competence in French and one full-course equivalent from two of the following disciplines: 1) English 384 or two of ENGL 367, 369, 370, 371, 2) Economics 316/317, 3) French Canadian 332/333 (formerly 331), 4) History 278/279, 5) Political Science 320 or 321. Note: This course is open to students in the Canadian Studies program and to others upon consent of the Canadian Studies Committee.

CAN ST 400. Seminar in Canadian Studies. *6 (0-3s-0). Aspects of political, social, economic and cultural change in Canada. Note: Open to students registered in the 3rd and 4th years of the Canadian Studies program and to others upon consent of the Canadian Studies Committee. (Formerly IN ST 450)

CAN ST 401. Seminar in Canadian Studies. *3 (First Term, 0-3s-0). Note: Open to students in the Canadian Studies program and to others upon consent of the Canadian Studies Committee.

CAN ST 402. Seminar in Canadian Studies. *3 (Second Term, 0-3s-0). Note: Open to students in the Canadian Studies program and to others upon consent of the Canadian Studies Committee.

CANADIAN STUDIES

B. Course Cancellation

IN ST 450. Canadian Studies.

4. COMPARATIVE LITERATURE

New Courses

C LIT 355. Comparative Studies in Traditional and Post-Colonial Literatures I. *3 (either term, 3-0-0). Introduction to the comparative study of the French and English literatures of Africa with respect to their development from their traditional, i.e., oral forms. Some material will be drawn from Asian (i.a. Chinese) and Latin American literatures. Prerequisite: C LIT 200 or 300 or ENGL 200 or equivalent.

C LIT 356. Comparative Studies in Traditional and Post-Colonial Literatures II. *3 (either term, 3-0-0). The comparative study of the French and English literatures of Africa with respect to their development from their traditional, i.e. oral forms. Some material will be drawn from Asian (i.a. Chinese) and Latin American literatures. Prerequisite: C LIT 355.

C LIT 556. Advanced Comparative Studies in Traditional and Post-Colonial Literatures. *3 (either term, 3-0-0) or *6 (3-0-0). This course is designed as an advanced comparative study of the French and English literatures of Africa with respect to their development from their traditional, i.e., oral forms. Some material will be drawn from Asian (i.a. Chinese) and Latin American literatures. Prerequisite: Competent reading knowledge of French, Spanish or Portuguese or consent of the Department.

5. DRAMA

A. New Courses

DRAMA 257. Voice and Movement Coaching in Rehearsal and Performance. *2 (Second Term, 0-2L-0). Note: Restricted to B.F.A. Acting students.

DRAMA 303. History of Canadian Theatre from its Origins to the Depression (1925-30). *3 (either term, 3-0-0). A survey of the evolution of theatre art in French and English Canada with reference to the related arts of painting and architecture.

DRAMA 335. Second Year Movement Coaching in Rehearsal and Performance. *2 (0-2L-0). Note: A single-term course offered over the full session. Restricted to B.F.A. Acting students.

DRAMA 431. Corporeal Mime. *3 (0-3L-0). Explorations in corporeal mime for the actor: technique and improvisation. Note: A single-term course offered over the full session. Restricted to B.F.A. Acting students.

DRAMA 617. Dramaturgy II. *3 (either term, 3-0-0). Prerequisite: DRAMA 607.

Note: It is proposed that DRAMA 431 be introduced in 1978-79.

B. Course Changes

DRAMA 275. Change term to read: either term. Add to prerequisite: or consent of the Department.

DRAMA 293. Change weight to read: *3. Delete note: Restricted to B.F.A. (Drama/Design) students. Add Prerequisite: Consent of the Department.

DRAMA

Course Changes (cont.)

DRAMA 300. Delete from description: Restoration period. Substitute: Enlightenment.

DRAMA 321. Delete from the prerequisite: DRAMA 250, or 252.

DRAMA 323. Delete from the prerequisite: or DRAMA 325.

DRAMA 325. Change course number to read: 425. Change hours to read: 0-6L-0. Change description to read: Improvisational techniques applied to the preparation and production of theatre for young audiences. Change prerequisite to read: Consent of the Department.

DRAMA 353. Delete from the prerequisite: and. Substitute: or.

DRAMA 383. Delete from the course description: in unscripted scenes.

DRAMA 395. Delete: either term. Add Note: A single-term course offered over the full session.

DRAMA 401. Change description to read: The evolution of theatre art from the Enlightenment to the First World War.

DRAMA 605. Delete the dual weight: or *6 (3-0-0).

DRAMA 607. Add to the course title: I. Delete the dual weight: or *6 (3-0-0).

DRAMA 695. Add Prerequisite: Consent of the Department.

C. Program and Specialization Changes

(Note: These are primarily editorial in nature.)

43.7.1 HONORS IN DRAMA

Revise statement to read:

See 43.1.1. for Faculty regulations concerning the Honors program.

The Honors program offers the exceptional student an opportunity for intensive study in Drama, in preparation for graduate studies in various specialized areas of Drama. The appropriate areas of study are Dramatic Literature, Theatre Aesthetics and Theatre History. However, some practical experience of the theatre is also desirable and students are encouraged to enrol in practical courses and to participate in departmental productions.

Admission requirements are the same as the Faculty requirements, but for promotion from year to year, in addition to the 6.5 minimum grade-point average required by the Faculty, the Drama Department requires a minimum grade-point average of 7.0 in all core Drama courses. These courses are specified in the program outlined below. To ensure that their studies are sufficiently broad, students are required to take a minimum of eight courses but not more than a maximum of eleven courses in the Drama Department. Ability in a language other than English to the 300 level is also required.

The program outlined below is not completely rigid and can be subject to some variation. It is, however, an indication to the applicant of the courses he will be advised to take.

43.7.1 HONORS IN DRAMA (cont.)

1st Year
English 200 or equivalent
Jr. lab. science
Drama core - 200
Approved option, may be Drama
Language, other than English, 200 level (or equivalent)

2nd Year
Drama core - 300
Drama option
Language, other than English, 300 level (or equivalent)
Approved option, Humanities or Social Sciences advised
Approved option, Music or Art and Design advised

3rd Year
Drama core - 401 or 402
Drama core - 403 and 405
Approved option, may be Drama
Approved option, Humanities, esp. English 332 or 333, or Social Sciences advised
Approved option, Music or Art and Design advised

4th Year
Drama core - 401 or 402
Drama core - 500
Drama core - 505
Approved option, may be Drama
Option

(Drama options can be chosen from all courses not restricted to B.F.A. students only.)

The above program is based on the assumption that the student is not taking a minor. If he wishes to do so, he should consult with the Honors advisor.

The language courses are mandatory, unless the applicant can demonstrate his competence in an approved language other than English, relevant to his studies, up to the 300 level. In the final year an Honors essay will be required. This, however, will arise out of the work done in Drama 505 and the grade for the essay will be included in the grade for Drama 505.

Students are advised to take note of 43.1.1, especially the subsection entitled "Academic standings and graduation", for requirements of other degree programs, in case they find it necessary to withdraw from the Honors program. Also, students who are entering their first year and who have not enrolled in the Drama Honors program, but who are considering doing so in their second year, are advised to enrol in Drama 200.

43.7.2 CONCENTRATION IN DRAMA
Add to item (2) The Degree of B.A. (Special):

(b) Students may specialize in Theatre Studies, History and Criticism of Theatre and Drama, Improvisational Drama. Consult the B.A. Special advisor for details of the program.

DRAMA (cont.)

43.26.2 SPECIALIZATION IN ACTING

Second Year Delete: Drama 393.

6. EAST EUROPEAN STUDIES

New Course

INT D 445. Poland. *3 (First Term, 3-0-0). The political, social, economic, and cultural developments in post World War II. Prerequisite: INT D 346, or Polish 304 or equivalent, or consent of the Division of East European Studies. For information contact the Division of East European Studies.

7. ECONOMICS

Course Changes

ECON 306. Change Note to read: Designed for students who do not hold credit in ECON 202 or 304. ECON 306 plus 307 are acceptable in place of ECON 201/2 as prerequisites for senior courses with the consent of the Department.

ECON 307. Change Note to read: Designed for students who do not hold credit in ECON 201 or 304. ECON 306 plus 307 are acceptable in place of ECON 201/2 as prerequisites for senior courses with the consent of the Department.

ECON 331. Change description to read: Theory and empirical evidence concerning the supply of and demand for labour services, wage differentials and the impact of unions. Some of the policy issues to be discussed are income maintenance, unemployment insurance and minimum wage legislation.

ECON 332. Change description to read: Analytical and policy issues relating to human resource development and manpower utilization with particular reference to Canadian contemporary issues.

ECON 341, 441, 471, 481, and 482. Delete the course note.

ECON 373. Add Note: Not open to students with credit in MANEC 312.

ECON 381. Add Note: Not open to students with credit in MANEC 323.

ECON 382. Add Note: Not open to students with credit in MANEC 333.

ECON 396. Change prerequisite to read: ECON 395 or consent of the Department.

ECON 600. Change number to read: 900. Add Note: Formerly ECON 600.

ECON 699. Change term to read: either term.

8. ENGLISH

A. New Courses

ENGL 411. Studies in Individual Authors. *3 (First Term, 3-0-0).
ENGL 412. Studies in Individual Authors. *3 (Second Term, 3-0-0).
ENGL 413. Studies in Literary Genres. *3 (First Term, 3-0-0).
ENGL 414. Studies in Literary Genres. *3 (Second Term, 3-0-0).
ENGL 415. Studies in National Literatures in English. *3 (First Term, 3-0-0).
ENGL 416. Studies in National Literatures in English. *3 (Second Term, 3-0-0).
ENGL 417. Studies in Literary History. *3 (First Term, 3-0-0).
ENGL 418. Studies in Literary History. *3 (Second Term, 3-0-0).

ENGLISH

New Courses (cont.)

ENGL 423. Studies in Literary Theory. *3 (First Term, 3-0-0).

ENGL 424. Studies in Literary Theory. *3 (Second Term, 3-0-0).

ENGL 425. Special Studies in English Language and Literature. *3 (First Term, 3-0-0).

ENGL 426. Special Studies in English Language and Literature. *3 (Second Term, 3-0-0).

B. Course Cancellations

ENGL 420. Advanced Anglo-Saxon.
ENGL 421. Studies in Middle English Literature.
ENGL 430. Studies in Sixteenth Century English Literature.
ENGL 431. Studies in Seventeenth Century English Literature.
ENGL 432. Studies in Shakespeare.
ENGL 440. Studies in Eighteenth Century English Literature.
ENGL 450. Studies in British Romantic Literature.
ENGL 462. Studies in Victorian Poetry.
ENGL 470. Studies in Modern British Literature.
ENGL 472. Studies in American Literature.
ENGL 474. Studies in Canadian Literature.
ENGL 475. Contexts of Canadian Literature.
ENGL 478. Studies in Commonwealth Literature.
ENGL 480. Studies in Generic Theories and Traditions.
ENGL 482. Studies in the Novel.
ENGL 484. Studies in Poetry.
ENGL 486. Studies in Drama.
ENGL 488. Studies in Literary History of Ideas.
ENGL 490. Special Studies in English.
ENGL 491. Special Studies in English.
ENGL 492. Special Studies in English.
ENGL 493. Special Studies in English.

9. GEOGRAPHY

A. Course Changes

Section 44.14 NOTE 2. Delete from the list of courses involving field expenses: 445.

GEOG 364. Change term to read: Second Term.

GEOG 424. Add to prerequisite: or consent of instructor.

GEOG 446. Change prerequisite to read: Consent of instructor.

GEOG 460. Add Prerequisite: Any of the following: GEOG 350, 360, 450, ECON 316, 317, 318, 319, 334, 363, or consent of instructor.

GEOG 462. Change prerequisite to read: Consent of instructors.

GEOG 482. Change prerequisite to read: GEOG 481 or 488 or consent of instructor.

GEOG 498, 500, 506, 542, 559, and 560. Change prerequisite to read: Consent of instructor.

GEOG 510. Change prerequisite to read: Previous course in Geography or consent of instructor.

GEOG 548. Change prerequisite to read: GEOG 448 or INT D 346 and consent of instructor.

GEOG 554. Change prerequisite to read: GEOG 354 or consent of instructor.

GEOG 566. Add Prerequisite: Consent of instructor.

GEOGRAPHY

B. Course Cancellations

GEOG 440. The U.S.S.R.

GEOG 445. Northern Lands I. (Note: This course will henceforth be listed in the Science section of the Calendar.)

GEOG 555. Comparative Agricultural Systems.

C. Program and Specialization Changes

(Note: These are primarily editorial in nature.)

43.11.1 HONORS IN GEOGRAPHY

Delete the existing paragraphs headed: First year, Second year, Third year, and Fourth year.

Substitute the following:

English 200 or equivalent
Geography 230/231 or 250/251
Statistics 255
Junior Arts option (Anthropology, Economics, History or Sociology)
Option

Geography 250/251 or 230/231
Geography 329/429
Cartography 341
Senior Arts option in Geography
Arts option, not Geography

Senior regional option in Geography
Senior Arts option in Geography
Senior Science option in Geography
Two approved Arts options (at least one in a field other than Geography)

Geography 498
One senior single-term Arts course in Geography
Senior Arts option in Geography
Two approved Arts options (at least one in a field other than Geography)
Option

43.11.2 CONCENTRATION IN GEOGRAPHY

Section (1)(b). Revise line 4 to read: and/or Cartography 341....

10. HISTORY

New Courses (approved by Arts Council on May 17, 1978)

HIST 359. Eastern Europe in the Nineteenth Century.

HIST 379. The Native Aspect of Canada's History.

HIST 425. Topics in Ukrainian History.

HIST 487. Topics in South Asian History.

Note: It is proposed that these 4 courses be introduced in 1978-79.

11. INTERDISCIPLINARY

Course Changes

The Dean of Interdisciplinary Studies recommended (and GFC agreed) that the current designations INT D and IN ST be consolidated under one label, namely INT D. Accordingly, the labels of the following three courses will be changed:

from IN ST to INT D 300. Introduction to the Study of Film.
INT D 466. Principles of International Humanitarian Law.
INT D 500. Nature of Man.

In addition, the course listings under the existing sections 44.20 and 44.21 of the Arts Calendar will be consolidated under one number and heading, namely 44.20 Interdisciplinary Courses (the numbering of the remaining sections of the Calendar to be adjusted accordingly).

12. PHILOSOPHY

A. New Courses

PHIL 324. Philosophy of Language. *3 (either term, 3-0-0). Contemporary views on the nature of language considering topics such as the learning of language, the relationship between language and the world, the process of communication, and the nature of meaning and of truth.

PHIL 444. Nineteenth-Century Philosophy. *3 (either term, 3-0-0). Main philosophical movements in the Nineteenth Century. Prerequisite: PHIL 347 or consent of the Department. Note: Not open to students with credit in PHIL 442.

PHIL 462. Axiomatic Set Theory. *3 (either term, 3-0-0). An axiomatic development of Zermelo-Fraenkel (or other standard) set theory. Prerequisite: Consent of the Department. Note: Not open to students with credit in PHIL 460.

B. Course Changes

PHIL 221. Change description to read: Elementary methods and principles for distinguishing correct from incorrect reasoning. Topics may include informal fallacies, introduction to scientific method, elementary formal logic, rational decision procedures, the analysis of arguments.

PHIL 230. Change title to read: Problems of Philosophy. Change description to read: Some of the central issues of philosophy. Topics such as freedom and determinism, the concept of a person, mind and body, the existence of God, the nature of goodness, justice and value, the nature of knowledge, belief and truth, the problems of scepticism and knowledge in regard to ourselves, other persons and the external world.

PHIL 239. Change description to read: Philosophical analysis of contemporary problems of social concern. Topics such as minority and majority rights, cultural preservation, war and violence, censorship, medical ethics, abortion, sexual equality, our place in the natural environment. Delete the prerequisite.

Add to the note at the beginning of the 300-level course listing: Except where noted, there are no formal prerequisites for 300-level courses; however, students will find it valuable to have taken a previous philosophy course such as 230, 239 or 240.

PHILOSOPHY

Course Changes (cont.)

PHIL 321. Change description to read: Basic questions concerning the nature of reality. Topics such as existence, materialism and idealism, freedom and determinism, appearance and reality, causality, identity, time and space, universals and particulars. Delete the prerequisite and note.

PHIL 322. Change description to read: Questions about knowledge, with special attention given to the sources and justification of knowledge. Topics such as scepticism and certainty, truth, belief and justification, knowledge of ourselves, other persons, the external world, perception, thought and memory, a priori and empirical knowledge. Delete the prerequisite and note.

PHIL 323. Delete the prerequisite.

PHIL 326. Change description to read: One or more recent movements in continental philosophy. Philosophers such as Husserl, Heidegger, Sartre and Merleau-Ponty, and movements such as existentialism, phenomenology, hermeneutics, structuralism and Marxism.

PHIL 327. Add description: A more detailed study of movements introduced in PHIL 326 and/or an introduction to aspects of recent continental philosophy not covered in PHIL 326. Add to the prerequisite: or consent of the Department.

PHIL 335, 337, and 348. Delete the prerequisite.

PHIL 341. Add description: The thought of the ancient Greek world. Emphasis on Plato and Aristotle; other Greek philosophers may be considered. Delete the prerequisite.

PHIL 343. Add description: The major themes and thinkers of the medieval world. Delete the prerequisite.

PHIL 345. Add description: The major movements from the beginnings of modern philosophy up to and including Kant; philosophers such as Descartes, Leibniz, Spinoza, Locke, Berkeley and Hume. Delete the prerequisite.

PHIL 347. Add description: The major movements from Kant to the beginning of the 20th Century; in addition to Kant, philosophers such as Schopenhauer, Hegel, Kierkegaard, Marx, Nietzsche, Mill and Russell. Change prerequisite to read: PHIL 345 or consent of the Department.

PHIL 349, 351, and 357. Delete the note.

PHIL 354. Change description to read: The nature of morality and of various moral theories: topics such as the nature of the good man and of the good life, the criteria for right and wrong actions, the meaning of ethical terms and the justification of moral judgments together with moral theories such as egoism, hedonism, subjectivism, relativism, utilitarianism.

PHIL 364. Change the term to read: either term.

PHIL 390. Delete the note.

PHIL 391. Add to prerequisite: or consent of the Department. Delete the note.

Delete the general note at the beginning of the 400-level course listing.

PHILOSOPHY

Course Changes (cont.)

PHIL 321. Change description to read: Basic questions concerning the nature of reality. Topics such as existence, materialism and idealism, freedom and determinism, appearance and reality, causality, identity, time and space, universals and particulars. Delete the prerequisite and note.

PHIL 322. Change description to read: Questions about knowledge, with special attention given to the sources and justification of knowledge. Topics such as scepticism and certainty, truth, belief and justification, knowledge of ourselves, other persons, the external world, perception, thought and memory, a priori and empirical knowledge. Delete the prerequisite and note.

PHIL 323. Delete the prerequisite.

PHIL 326. Change description to read: One or more recent movements in continental philosophy. Philosophers such as Husserl, Heidegger, Sartre and Merleau-Ponty, and movements such as existentialism, phenomenology, hermeneutics, structuralism and marxism.

PHIL 327. Add description: A more detailed study of movements introduced in PHIL 326 and/or an introduction to aspects of recent continental philosophy not covered in PHIL 326. Add to the prerequisite: or consent of the Department.

PHIL 336, 337, and 349. Delete the prerequisite.

PHIL 341. Add description: The thought of the ancient Greek world. Emphasis on Plato and Aristotle; other Greek philosophers may be considered. Delete the prerequisite.

PHIL 342. Add description: The major themes and thinkers of the medieval world. Delete the prerequisite.

PHIL 343. Add description: The major movements from the beginnings of modern philosophy up to and including Kant; philosophers such as Descartes, Leibniz, Spinoza, Locke, Berkeley and Hume. Delete the prerequisite.

PHIL 345. Add description: The major movements from Kant to the beginning of the 20th Century; in addition to Kant, philosophers such as Schopenhauer, Hegel, Kierkegaard, Marx, Nietzsche, Mill and Bradley. Change prerequisite to read: PHIL 343 or consent of the Department.

PHIL 350, 351, and 371. Delete the note.

PHIL 355. Change description to read: The nature of morality and of various moral theories. Topics such as the nature of the good for man and of the good life, the criteria for right and wrong actions, the meaning of ethical terms and the justification of moral judgments together with moral theories such as egoism, hedonism, intuitionism, relativism, utilitarianism.

PHIL 364. Change the date to read: without date.

PHIL 382. Delete the note.

PHIL 391. Add to prerequisites: or consent of the Department. Delete the note.

Delete the general note at the beginning of the 300-level course listing.

PHILOSOPHY

Course Changes (cont.)

PHIL 410. Delete from title: I. Change description to read: Selected problems concerning the nature of language and meaning. Add Prerequisite: PHIL 324 or consent of the Department. Delete the note.

PHIL 412. Add Prerequisite: Consent of the Department.

PHIL 414. Add to title: Topics in. Add Prerequisite: PHIL 364 or consent of the Department. Delete the note.

PHIL 415. Add to title: Topics in. Change term to read: either term. Change prerequisite to read: PHIL 364 or consent of the Department. Delete the note.

PHIL 416. Add Prerequisite: PHIL 324 or 328 or 329 or consent of the Department.

PHIL 418. Change title to read: Problems in Philosophy.

PHIL 433. Change description to read: Topics such as the nature of numbers, mathematical truth, proof and evidence, approaches to the foundations of mathematics, including Hilbert's program, intuitionism, and the logicist reduction of mathematics to logic.

PHIL 434. (new course approved by Arts Council on May 17, 1978) Change prerequisite to read: PHIL 250 or 390 or consent of the Department.

PHIL 435. Change description to read: Standard modal systems in sentential and predicate logic including possible world semantics and completeness proofs. Tense logic and epistemic logic may be considered. Change prerequisite to read: PHIL 250 or 390 or consent of the Department.

PHIL 437. Change description to read: A formal presentation of many-valued logic with both infinitely and finitely many values, and their relation to non-standard sentential operators. Change prerequisite to read: PHIL 250 or 390 or consent of the Department.

PHIL 438. Change the description to read: Selected theories and problems concerning the nature of space and time, with emphasis on time. Some background in philosophy, mathematics or physical sciences is desirable.

PHIL 439. Change term to read: either term. Change description to read: Selected theories and problems concerning the nature of space and time, with emphasis on space. Some background in philosophy, mathematics or physical sciences is desirable. Delete the prerequisite.

PHIL 440. Change description to read: Certain philosophical problems which lie at the heart of much of philosophy and science: causation, probability and inductive reasoning. Change prerequisite to read: PHIL 250 or 361 or 390 or consent of the Department.

PHIL 441. Change description to read: Their contrasting positions on some central questions in epistemology, ethics and metaphysics. Change prerequisite to read: PHIL 345 or consent of the Department.

PHIL 442. Change prerequisite to read: PHIL 347 or consent of the Department. Add Note: Not open to students with credit in PHIL 444.

PHILOSOPHY

Course Changes (cont.)

PHIL 443. Change description to read: The pragmatist approach to philosophical questions, including philosophers such as James, Peirce, Mead and Dewey. Add Prerequisite: PHIL 347 or 367 or consent of the Department.

PHIL 445, 453, 456, 459, 461, 463 and 468. Add to prerequisite: or consent of the Department.

PHIL 447. Add Prerequisite: PHIL 326 or consent of the Department.

PHIL 448. Change description to read: Philosophical problems arising from logic and its application to linguistic analysis. Topics may include truth, quantification, logical form and the analytic-synthetic distinction; philosophers will include Frege, Quine and Russell. Delete from the prerequisite: or 360.

PHIL 449. Delete description. Change prerequisite to read: Consent of the Department.

PHIL 450. Delete from title: I. Change description to read: Topics concerning art, art criticism, and natural beauty. Add to prerequisite: or consent of the Department.

PHIL 454. Change description to read: Central questions in ethical theory, such as the objectivity of moral beliefs and the nature of moral arguments; writings from the history of ethics or from recent authors. Change prerequisite to read: PHIL 348 or 354 or consent of the Department.

PHIL 455. Change term to read: either term. Change prerequisite to read: PHIL 348 or 354 or consent of the Department.

PHIL 457. Change description to read: Central concepts of religion: God, prayer, salvation and religious symbolism; emphasis on the Western tradition, but some themes in Eastern religious thought may be considered. Change prerequisite to read: PHIL 357 or consent of the Department.

PHIL 458. Change term to read: either term. Change prerequisite to read: PHIL 348 or 352 or 354 or consent of the Department.

PHIL 460. Change description to read: An axiomatic development of Zermelo-Fraenkel set theory. Topics include basic set algebra, functions, orderings, induction and recursive definitions, the axiom of choice and Zorn's lemma, ordinal and cardinal arithmetic, and (time permitting) models for set theory. Add Prerequisite: Consent of the Department. Add Note: Not open to students with credit in PHIL 462.

PHIL 464. Add Prerequisite: PHIL 326 or consent of the Department.

PHIL 465. Change description to read: Recent conceptions of knowledge, and related questions concerning perception, memory, justification and truth. Add to prerequisite: or consent of the Department.

PHIL 466. Change term to read: either term. Add Prerequisite: PHIL 326 or consent of the Department.

PHIL 467. Change description to read: The empiricist approach to certain problems from epistemology, metaphysics, philosophy of science, ethics; philosophers from the Classical British empiricists and the 20th Century. Add Prerequisite: PHIL 322 or 345 or consent of the Department.

PHILOSOPHY

Course Changes (cont.)

PHIL 469. Delete description. Add to prerequisite: or consent of the Department.

PHIL 470. Add Prerequisite: PHIL 370 or consent of the Department.

PHIL 475. Change title to read: Topics in Theory of Knowledge. Change term to read: either term. Change prerequisite to read: PHIL 322 or consent of the Department.

PHIL 478. Change title to read: Topics in Philosophy of Mind. Change term to read: either term.

PHIL 479. Delete from title: Of. Substitute: in. Change term to read: either term. Change prerequisite to read: PHIL 321 or consent of the Department.

PHIL 481. Add Prerequisite: Consent of the Department.

PHIL 490. Delete from prerequisite: 360 or.

PHIL 502, 504, 508, 512, and 556. Change weight and term to read: *3 (either term, 3-0-0) or *6 (3-0-0).

PHIL 503, 505, 506, 507, 511, 515, 524, 525, 526, 527, 536, 545, 558, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571 and 573: Change term to read: either term.

PHIL 519, 520, and 528. Change weight and term to read: *3 (either term, 3-0-0).

PHIL 522 and 554. Delete from the title: I. Change term to read: either term.

PHIL 531. Delete from title: Topics in.

PHIL 537, 557 and 572. Change term to read: either term. Delete the note.

PHIL 556. Delete from title: The Philosophy of.

C. Course Cancellations

PHIL 411. Philosophy of Language II.
PHIL 451. Advanced Aesthetics II.
PHIL 521. Problems in Philosophy III.
PHIL 523. Moral Philosophy II.
PHIL 555. Theory of Value II.
PHIL 575. Contemporary Topics III.
PHIL 577. Contemporary Topics IV.
PHIL 679. Research Seminar.

13. POLITICAL SCIENCE

A. New Courses

POL S 201. Introduction to Government. *3 (either term, 3-0-0). An introduction to the institutions of Canadian and other democratic governments, considering constitutions, legislatures, executives, the public service, courts, federal and other divisions of government authority and other selected topics. Note: Formerly part of POL S 200.

POLITICAL SCIENCE

New Courses (cont.)

POL S 202. Introduction to Politics. *3 (either term, 3-0-0). An introduction to the process of democratic politics considering power, or influence, democracy, civil liberties and rights, political ideology, public opinion, elections, political parties, interest groups and other selected topics. Prerequisite: POL S 201 or consent of the Department. Note: Formerly part of POL S 200.

POL S 361. International Relations I. *3 (either term, 3-0-0). Factors determining the behaviour of states and other actors in the international system. Note: Formerly part of POL S 360.

POL S 362. International Relations II. *3 (either term, 3-0-0). Patterns of relationships between states: war, crises, integration, economic blocs and related topics. Prerequisite: POL S 361 or consent of the Department. Note: Formerly part of POL S 360.

POL S 363. Issues in International Politics. *3 (either term, 3-0-0). Contemporary issues of conflict and cooperation. Note: Designed primarily for students who want one senior course in Political Science. Not open to students who are taking or have taken POL S 361 or 362.

POL S 397. Representation and Electoral Systems. *3 (either term, 3-0-0). An examination of the institutional framework within which the electoral process operates under representative government, with emphasis on voting as a mechanism of social choice.

B. Course Changes

POL S 321 and 420. Change weight to read: *3. Change term to read: either term.

C. Course Cancellations

POL S 200. Introduction to Government and Politics.
POL S 360. International Politics.

14. PSYCHOLOGY

A. New Course

PSYCO 445. Foundations of Current Social Psychological Perspectives. *3 (either term, 3-0-0). Theories in social psychology are discussed with emphasis on principles of theory construction. Prerequisite: PSYCO 260, 261, and 341 or consent of the Department.

B. Course Changes

PSYCO 354. Add to prerequisite: and PSYCO 353.

PSYCO 441. Change hours to read: 3-0-0. Change description to read: An intensive study of methods for investigating social behavior. The evaluation of published research, design of experiments, analysis and communication of results will be stressed. Opportunity for supervised research projects.

PSYCO 444. Change description to read: An overview of theory and research on human decision making processes. Topics include: A history of decision making research, recent models of judgment and choice, psychological aspects of decision making in law and politics, errors of judgment and possibilities of their reduction.
Change prerequisite to read: PSYCO 260/261 and 309 (or equivalent).

PSYCHOLOGY

Course Changes (cont.)

PSYCO 492. Change prerequisite to read: PSYCO 261.

C. Program Change (editorial in nature)

43.19.1 HONORS IN PSYCHOLOGY

Revise statement to read:

The Department offers courses leading to the degrees of B.A. and B.Sc. with Honors in Psychology. Students wishing to emphasize the humanities and social sciences in their program should register for the B.A.; those who wish to emphasize the physical and biological sciences should register for the B.Sc. With either degree, the program is especially, but not exclusively, appropriate for students considering post graduate study, training, or research in Psychology.

The Department requires that students have a 7.0 GPA from the immediately preceding year in order to enter the program and that students maintain a 7.0 GPA each year in order to continue in the program. Students are not normally admitted to the first year of Honors in Psychology; they may not enter the program after the beginning of the third year.

Honors in Psychology requires a minimum of eight and a maximum of ten full-session courses (or equivalent) in Psychology including the following: Psychology 309 (prerequisite Mathematics 30 or 100) or, with consent of the Department, Statistics 255 or Computing Science 322; one Science course with laboratory; one Arts course; and the Honors Seminars 306 and 307, or (301) and 406 and 407 or (401). The Honors Seminars will ordinarily be taken in the second and third years of the student's residence in the Honors program at the University. An important feature of the Honors program is the opportunity for the student to engage in independent study and research. During the third year, students will complete a research apprecticeship and, during the fourth year, students will write an empirical Honors thesis (Psychology 599), both with the guidance of a faculty member in the Department of Psychology. A minimum of five courses will be taken in related subjects. The courses in related subjects might be all in one field (e.g., Mathematics or Biology) or in several, depending on the student's special interest and relevance of the courses to the subject matter of Psychology.

In addition a minimum of five optional courses will be chosen; some of these will be integrated with the program in Psychology while others can be general options.

15. RELIGIOUS STUDIES

A. New Courses

RELIG 332. Religious Developments of the Intertestamental Period. *3 (either term, 3-0-0). History and literature of the period between the Old and New Testaments, including: Apocalyptic, Pseudepigrapha, Dead Sea Scrolls, etc.

RELIG 334. Studies in Old Testament Texts. *3 (either term, 3-0-0). Detailed study of individual books of the Old Testament and related themes. Prerequisite: RELIG 331 or 333 or consent of the Department.

RELIG 337. Folkways, Mores, and Institutions of the Jewish People. *3 (either term, 3-0-0). An examination of the origin and development of the institutions of Jewish life from Biblical to Modern Times.

RELIGIOUS STUDIES

New Courses (cont.)

RELIG 339. Religious Movements and Ideologies in Modern Judaism. *3 (either term, 3-0-0). An analysis of the Jewish community in the 20th Century, its development and change as influenced by history, philosophy, and theology.

RELIG 513. Topics in Judaism. *3 (either term, 3-0-0) or *6 (3-0-0).

RELIG 514. Topics in Christianity. *3 (either term, 3-0-0) or *6 (3-0-0).

B. Course Changes

RELIG 331. Change title to read: Introduction to the Old Testament. Change term to read: either term. Change description to read: Introduction to the theology and history of the Old Testament.

RELIG 333. Change term to read: either term. Change description to read: The origin, meaning, and nature of Prophecy in Ancient Israel and its modern relevance.

RELIG 335. Delete from the title: The. Change description to read: History and ideas of Jewish Philosophy and Mysticism from Rabbinic to Modern Times.

RELIG 336. Change title to read: The Ethical Dimension of Judaism. Change description to read: The moral dilemmas of man in the light of Jewish ethical traditions.

RELIG 340. Change description to read: The history of Judaism and the Jewish people from the Second Temple through World War II.

C. Course Cancellations

RELIG 330. The History of the Religion of Ancient Israel.

RELIG 338. Religious Movements and Ideologies in Judaism.

16. ROMANCE LANGUAGES

Course Changes

FREN 313 and 314. Add Note: Not open for credit to students having credit or registered in Faculté St.-Jean FRANC 324.

FREN 408. Add Note: Not open for credit to students having credit or registered in Faculté St.-Jean CA FR 420.

FREN 410. Add Note: Not open for credit to students having credit or registered in Faculté St.-Jean FRANC 322.

FR CA 333 (new course approved by Arts Council on May 17, 1978) Change second note to read: Not open for credit to students having credit or registered in Faculté St.-Jean CA FR 322.

FR CA 340. Add Note: Not open for credit to students having credit or registered in Faculté St.-Jean FRANC 320 or 321.

Note: It is proposed that the above-noted restrictions be implemented in 1978-79.

17. ST. JOSEPH'S COLLEGE

A. New Courses

CHR T 346. The Churches in Europe in the 19th Century. *3 (First Term, 3-0-0). Major Christian denominations in Europe from the French Revolution to 1900. Their struggle with revolution,

ST. JOSEPH'S COLLEGE

New Courses (cont.)

secularism, liberalism, nationalism, and scientism, the Papal States, problems of biblical authority, the crisis of faith, missionary expansion, spiritual phenomena. Reference is made to Anglican, Catholic, and Protestant Churches.

CHR T 347. The Churches in Europe in the 20th Century. *3 (Second Term, 3-0-0). The Churches, socialism, anti-semitism, the dilemma of war; the rise of totalitarianism: fascism, nazism, communism; zionism and the holocaust; post-war theologies of politics and pluralism. Emphasis on Catholic, Lutheran and Orthodox churches.

CHR T 349. Christianity and Social Justice. *3 (Second Term, 3-0-0). Examines particular problems of social justice in the world and in Canada and the alternative solutions offered by contemporary thinkers from a Christian point of view. This course includes Christian social thought, Christian pacifism, theology of politics.

B. Course Change

CHR T 374. Change title to read: Great Minds of Early Christianity.

Note: (1) It is proposed that CHR T 346, 347, and 349 be introduced in 1978-79.

(2) The Committee does not recommend to Council acceptance of a proposal that the existing single-term course Christian Theology 378 Catechetics be replaced by the following:

CHR T 378. Religious Education 1. *3 (First Term, 3-0-0). A theological basis for religious education programmes.

CHR T 379. Religious Education II. *3 (Second Term, 3-0-0). A theological basis for religious education programmes. Prerequisite: CHR T 378 (Religious Education I).

It is the Committee's view that the new proposal constitutes a significant change in the content of the existing CHR T 378 (which is accepted as an Arts option), the new proposal being more applicable to the Faculty of Education than the Faculty of Arts.

(3) The Committee deferred consideration of a request from St. Joseph's College that Arts Faculty list in its Calendar the number and description of all Christian Theology courses that are accepted as Arts options, pending a review by GFC of the affiliation agreement with the College (this review having been requested by Dean Baldwin in a memo dated July 27, 1978).

18. SLAVIC LANGUAGES

A. New Courses

UKR 422. Introduction to Ukrainian Folklore I. *3 (First Term, 3-0-0). A survey of the folk song genres, with analysis of texts in the original. Prerequisites: A senior course in Ukrainian, and consent of the Department.

SLAVIC LANGUAGES

New Courses (cont.)

UKR 423. Introduction to Ukrainian Folklore II. *3 (Second Term, 3-0-0). A continuation of UKR 422. This course will also deal with the prose and minor verbal genres. Prerequisite: UKR 422.

UKR 531. History of Ukrainian Folklore Studies. *3 (either term, 3-0-0).

UKR 532. Ukrainian Folklore in Canada. *3 (either term, 3-0-0).

B. Course Cancellation

UKR 421. Selected Topics in Ukrainian Folklore.

19. SOCIOLOGY

A. New Courses

SOC 321. Sociology of Social Problems. *3 (either term, 3-0-0). A review of several macro-sociological perspectives focusing on such topics as population, ecology, social and economic inequality, intergroup relations, nationalism, collective violence and the sociology of social intervention. Note: Not available for credit to students with credit in SOC 320, 322, or 324.

SOC 434. Contemporary Sociological Theory. *3 (either term, 3-0-0). Current developments in sociological theory: concepts, recent contributions, and theoretical issues and controversies. Prerequisite: SOC 333 or consent of the Department.

SOC 450. Techniques of Demographic Analysis. *3 (either term, 3-0-0). Conventional techniques of population analysis as applied to census and vital statistics. Prerequisite: SOC 351.

SOC 550. Historical Demography. *3 (either term, 3-0-0).

SOC 575. Seminar in Aging and Age Differentiation. *3 (either term, 0-3s-0).

B. Course Changes

SOC 322 and 324. Change note to read: Not available for credit to students with credit in SOC 320 or 321.

SOC 357. Change number to read: 459. Add Note: Formerly SOC 357.

SOC 411. Change title to read: Introduction to Multivariate Sociological Analysis. Change hours to read: 3-0-0. Change description to read: Introduction to the use of multivariate tabular analysis, multiple correlation and regression and analysis of variance in sociology.

SOC 412. Change title to read: Methodological Problems in Social Research. Change hours to read: 3-0-0. Change description to read: The design and evaluation of qualitative and quantitative research strategies in the social sciences. Add Prerequisite: SOC 311.

SOC 432. Change number to read: 332.

SOC 433. Change number to read: 333. Change prerequisite to read: SOC 332.

SOC 437. Change prerequisite to read: SOC 332 and 333 or consent of the Department.

SOCIOLOGY

Course Changes (cont.)

SOC 451. Add description: Emphasis on the social, social-psychological and cultural correlates of fertility; fertility prediction and control.

SOC 511. Change title to read: Multivariate Analysis. Change prerequisite to read: SOC 311.

SOC 512. Change title to read: Advanced Methods of Sociological Inquiry. Change term to read: Second Term. Change prerequisite to read: SOC 311.

SOC 611. Change title to read: Selected Topics in Social Statistics. Change term to read: either term.

SOC 612. Change title to read: Selected Topics in Sociological Research Methods. Change term to read: either term.

SOC 633. Change title to read: Mathematical Sociology.

C. Course Cancellations

SOC 320. Contemporary Social Problems.
SOC 454. Methods and Documents in Population and Urban Analysis.
SOC 518. Research Seminar.

20. REPORTED FOR INFORMATION

The Course and Calendar Change Committee is currently reviewing and updating various statements in the Calendar, including, for example, 43.1.6 The Degree of B.A. (Canadian Studies). These ongoing revisions are in accord with legislation already approved by the Faculty, and require no further action on the part of Council.

Respectfully submitted,

E. Reinhold,
Chairman.

August, 1978

Supplementary Professional Activities (*Agreement*, Article 29)

Recommendations to Arts Council

(for 1979 implementation)

1. THAT the "University responsibilities" to which supplementary professional activities are to be related (Article 29.01) be those of the discipline or disciplines of the staff member's normal University work.

   Comment: This reaffirms an April 12 Council attempt at ensuring that such activities should genuinely add to the professional and intellectual development of staff and be as little as possible subject to abuse through the rationalization of peripheral undertakings.

2. THAT within the guidelines of Article 29, the criteria applied by department Chairmen in evaluating supplementary professional activities be those deemed appropriate to the department concerned; and THAT the Dean and Vice-President be exhorted to give these criteria due consideration in the event of appeals from a Chairman's ruling or assessment.

   Comment: This also reaffirms an earlier Council decision. Who decides what the appropriate criteria are for a given department will vary according to local practices. It is the Chairman, however, who is -- under the *Agreement* -- the officer responsible. (See Article 29.06.1)

3. THAT it be deemed the responsibility of the staff member and the department Chairman to ensure that the time spent on outside activities shall not interfere with the staff member's normal and energetic contribution to the work of the department.

   Comment: This is another reaffirmation of principles adopted on April 12. It makes a point of emphasizing where the first call on a staff member's time lies and puts marginal performance in its place. (See Article 29.01.2)

N.B. Recommendations 1, 2, 3, 6 & 10 involve the prescribing of "additional terms and conditions" under Article 29.09.

4. THAT SPA annual statements be taken into account in the evaluation of a staff member's performance for tenure, increments and promotion.

   Comment: Before it had its new authority actually to decide the matter (Article 29.05.5), Council asserted that these activities ought to be identified on FSPC Worksheets. It is important that Chairmen, tenure committees, and FSPC's be allowed to consider their effect on total performance, since they are related to the staff member's normal University work and are pursued, in effect, on University time.

5. THAT the Executive establish an *ad hoc* committee to consider and advise whether there be any staff activities (particularly in the Fine Arts) that fall within the definition of "supplementary" in Article 29.02.1 but ought, in Arts, to be considered "University responsibilities" and submitted to the Board for recognition and approval as such.

   Comment: If Recommendation #4 is accepted, the only effect of this resolution

... 2

would be the reclassification of certain major activities as normal University undertakings, not subject, therefore, to prior approval. (See Article 29.02.2)

6. THAT research contracts not involving the University and research grants not administered by the University be deemed to involve "supplementary activity."

   Comment: Here (the converse of #5) Council would be ensuring Faculty awareness of and control over certain activities that would otherwise fall outside the approval mechanism and be reported only to the extent required by the Annual Report of normal University activities (probably sufficient in the case of contracts where there is in fact formal University involvement). Recommendation 13 is related, since the magnitude of income may be significant.

7. THAT the time of year, week or day when activities were or are to be undertaken be deemed to be necessary information and therefore reportable.

   Comment: It is functionally impossible to define University "time" in absolute terms: regardless of when supplementary activities occur, they are to be reported. A Chairman, however, will need to know their timing in order to make a meaningful judgment of their effect on a staff member's performance, to "place" them in context.

8. THAT the responsibility for deciding what constitutes, for each department, a major supplementary activity (thereby making it subject to prior approval) be delegated to each Chairman, within the guidelines of Article 29.04.1.

   Comment: This is in accord with Council's April 12 decision to have Chairmen apply criteria appropriate to their departments (see #2, above). Probably, though not necessarily, the amount of time involved will be of chief concern.

9. THAT for information there be discussion of the SPA statement form employed during the fall of 1978 (based on the minimum requirements of Article 29.05.7) but THAT no decision as to future format be taken until a form has been established for the Annual Report.

   Comment: Council may decide to make the SPA statement an integral part of the Annual Report. (See Article 29.05.4)

10. THAT as a standard procedure, before the annual statement is forwarded to the Dean, it be commented on by the Chairman and those comments conveyed to the staff member who submitted it.

    Comment: This practice has already been approved by Council, for the protection of staff and the sake of an accurate record.

11. THAT the period of the year under review and the submission date of the SPA statement be those established for the Annual Report.

    Comment: August 1 - July 31, with a September 1 submission date. Obviously the times need to coincide if Chairmen are to take into account SPA statements in making their annual assessments. (See Article 29.05.3)

12. THAT staff on Leave Without Pay and leave with pay be required to submit an annual SPA statement, along with other leave-takers.

    Comment: Since FSPC applies standard assessment criteria to all staff on leave, information about the year's activity is essential. (See Article 29.05.2) All staff except APO's are required to submit Annual Reports.

13. THAT a report of the amount of money earned through supplementary activities

... 3

not be required.

Comment: Although already agreed to on April 12, this should be discussed again. (See article 29.06.2 and Recommendation 6)

14. THAT since Chairmen have supervision over the personnel and physical resources of a department, they be charged with responsibility for approving the use of University facilities and staff and the involvement of students for the purpose of supplementary activities; and THAT where such use is approved and is beyond a trivial level, Chairmen propose to the Dean arrangements for the compensation of the Department/Faculty/University (including, in some cases, the negotiation of a contract through the President's office).

Comment: These are scarcely the "regulations" called for by Article 29.07 (and see 30.03e), but they establish a procedure and may serve.

15. THAT there be no general requirement that evidence be provided that adequate personal liability insurance is being carried by a staff member engaged in supplementary activities but THAT when circumstances indicate the need, Chairmen be empowered to require it, to indemnify the University should any related claim be made.

Comment: The point to Faculty involvement here has been obscured by repeated revisions to Article 29.08.3. It is individual staff who should be most concerned because Article 29.08.1 commits the individual "to indemnify and hold harmless the University."

File Memo July 7, 1978

Supplementary Professional Activities

Under the revised Agreement (1978) Council must decide:

(1) whether the Annual Report shall include a section setting out the supplementary professional activities of staff (Appendix J.g)(and 29.05.4).

(2) whether there are activities that would ordinarily fall under those specified in 29.02.1 that, in Arts, may be considered as "University responsibilities." [If so, the Faculty must apply to the Board for approval of their being so described and thus removed from Supplementary reporting]. (29.02.2)

(3) what constitutes a "major activity" (for the purpose of determining what must receive written approval in advance by Chairmen)(29.04.1)

(4) whether staff on LWOP will be required to submit a report (29.05.2)

(5) the period of the year under review and the report's submission date

(6) whether the report is to be taken into account in the evaluation of performance for tenure, increments, and promotion (29.05.5)

(7) whether the time of year, week or day when the activities were undertaken is important and therefore to be included in the report detail (29.05.7)

(8) what the format of the report is to be (this requiring Vice-Presidential approval) (29.05.8)

(9) whether a report of remuneration for such activities is to be required (29.06.2)

(10) what regulations are to govern the use of University facilities and staff for the purpose of engaging in such activities, including a provision for reimbursement of the University (29.07)

(11) whether to require evidence for Chairmen that adequate personal liability insurance is being carried (to indemnify the University should any related claim be made) (29.08.3)

(12) whether to prescribe any additional terms and conditions (29.09)

All such decisions by Council must be reported to the Vice-President (Academic) and the AASUA (29.05.6).

APPENDIX "J" revised Faculty Agreement
[ref. item 7, AFC, 29/8/78]

Proposed

4. The particular format for the Annual Report of a Faculty and a statement of the period covered and date of submission shall be filed with the Vice-President (Academic) and with the AASUA.

5. Notwithstanding the flexibility provided by the above to Faculties in the format of the Annual Report, it is recommended that, as a minimum, the following categories be included in the Report form:

(a) Personal data, e.g. name, rank, Faculty, department.

(b) Teaching Responsibilities

Information should be provided covering teaching at The University of Alberta, including information about courses, students, new programs or techniques and graduate student supervision.

(c) Knowledge of the discipline and specialization, and

(d) Research and Scholarly Work

Information should be provided about all ongoing research and other creative efforts, whether collaborative or otherwise, including grants and other financial support details. Information should also be provided showing prizes, awards, degrees obtained, invitations to speak, papers read to learned societies, etc.

(e) Contribution to the Department, Faculty and the University, e.g. committee work

Information should be provided about offices, responsibilities and committees that are involved in any way with University responsibilities.

(f) Public Service and Contribution to Academic and Professional Bodies

Information should be provided about service to the Canadian and Alberta communities and involvement in learned societies and other professional bodies.

ARTS FACULTY COUNCIL

Minutes of Meeting of May 15, 1979

9:00 a.m. - 1:00 p.m.

PRESENT: R. G. Baldwin (Chairman), B. R. Abu-Laban, R. F. Anderson, M. I. Asch, M. G. Badir, D. Barnet, D. F. Barbour, D. E. Bessai, J. W. Bilsland, W. A. Blanchard, E. D. Blodgett, R. N. Bosley, K. Burns, R. L. Busch, F. D. Clandfield, A. B. Connell, J. J. Delehanty, P. A. Demers, M. V. Dimic, C. Q. Drummond, F. C. Engelmann, B. L. Evans, N. Fetterman, L. T. Fitz, J. A. Forbes, J. F. Forrest, J. V. Freeman, R. J. Gillies, R. R. Gilsdorf, C. Gordon-Craig. R. Gruhn-Bryan, D. J. Hall, H. A. Hargreaves, B. L. Harris, R. T. Harrison, D. H. Haynes, R. R. Hett, C. G. Hickey, F. G. Hulmes, J. B. Jacuta, M. Jendyk, A. W. Jenkins, H. J. Jones, H. Kreisel, M. R. Legris, H. P. Liebel-Weckowicz, B. Linsky, J. A. MacIntyre, G. Marahrens, J. S. McMaster, R. D. McMaster, R. J. Middleditch, B. J. Mitchell, C. H. Moore, L. P. Morgan, M. A. Morgan, R. G. Motut, R. G. Moyles, A. M. Munn, R. M. Nielsen, M. Norman, N. A. Page, N. J. Parker-Jervis, R. A. Pendergast, F. L. Radford, S. Rees, E. Reinhold, P. A. Robberecht, B. L. Rochet, M. L. Ross, B. G. Rule, P. A. Runquist, M. Sasonkin, B. L. Scarfe, S. A. C. Scobie, R. A. Shiner, R. A. Silverman, A. A. Smith, R. C. Smith, S. E. Stambaugh, R. A. Stangeland, U. Trumpener, F. P. Van de Pitte, M. M. Van de Pitte, L. M. Wankel, E. H. Waugh, M. A. Whitaker, M. D. Wilkie, S. J. C. Williams, T. Yedlin.

1. Tributes

The following tributes were presented by Professor Anderson, the Chairman of the Department of English, and Professor Hickey, the Chairman of the Department of Anthropology.

DR. DENIS GODFREY

Emeritus Professor Denis Godfrey, who retired in 1977, after twenty-seven years of service to the English Department, died suddenly on March 4, 1979.

Denis Godfrey was born in London, England, and educated at Charterhouse School and at Trinity College, Dublin. In his early adult years he lived in Belgium, and in Singapore, and he served during World War II in the Royal Air Force in the Far East.

After demobilization he completed his Ph.D. at Dublin, and then lectured at the University of Amsterdam for three years before coming to the University of Alberta in 1950. He had by that time published three novels, Those Defenceless Years, A Tale that is Told, and When Kings Are Arming, to which he added a fourth in 1954, The Bridge of Fire, and in 1965, a fifth, No Englishman Need Apply, which was an illuminating, not to say controversial, fiction, based on his early years here.

Denis Godfrey's horizons were broad, and encompassed an interest in Anthroposophy, and particularly its theories of education, as well as several areas of English literature. his scholarly interests were expressed in articles on Shakespeare and Keats, and on Romanticism more generally, and in a book-length study, E. M. Forster's Other Kingdom, published in 1968. Nor did he

give up his interests or retire from work when he retired from the University; he completed a book-length study of the Romantic poets shortly before his death, and had a new novel under way.

Denis Godfrey was normally a retiring man, a private person, but he always spoke out when occasion, as he saw it, required him to. He stood four-square for traditional values, for solid courses, solidly taught, and he spoke up for them. His own teaching exemplified these values, and years after they had taken his courses, his students remembered the literature that they had read with him.

To us, his associates in the English Department, he was a gentle colleague and a good man.

DR. RICHARD FRUCHT

Professor Richard Frucht, a member of the Department of Anthropology, died suddenly and unexpectedly on March 26, 1979. His heart failed as he was on his way to class.

Richard was born on August 31, 1936, in Brooklyn, New York. He received a B.A. in Anthropology at Brooklyn College and his M.A. and Ph.D. from Brandeis University. He joined this University in 1966, having previously taught at Northeastern, Washington State, and Temple Universities. He was also a Visiting Professor at McGill University in 1970-71.

With this strong academic background and his considerable energies, he became an immediately effective force in the Department, the University, and the wider community. His strong commitment to the disadvantaged and the underdeveloped world was fulfilled in many ways, both locally and internationally. His forte was the combination of abilities to turn his ideals into practical accomplishment while at the same time being an astute scholar who could observe and explain the social phenomena with which he was involved.

He supervised five Ph.D. dissertations within the Department of Anthropology, as well as serving on numerous other supervisory committees within the University.

Richard was an active researcher, having undertaken field studies in several areas of the Caribbean, his special area of expertise. Among his many publications and professional presentations were his edited book Black Society in the New World and a monograph being considered for publication, Swords and Ploughshares: Agrarian Underdevelopment and Revolution.

He had planned a Sabbatical Leave research project for 1979-80, investigating recent political and economic developments in the West Indies.

Richard served on the advisory boards of several professional

> societies, including Vice-President for Anthropology of the Canadian Sociology and Anthropology Association. He recently completed a term as Editor of the Canadian Review of Sociology and Anthropology, and was instrumental as Editor in the formation of the new Canadian Journal of Anthropology. He also served on numerous Departmental, Faculty, and University committees, including General Faculties Council.
>
> His colleagues miss his vitality and recognize that his loss will be felt by his discipline as well as the Faculty.

By general consent, it was agreed that these tributes be entered into the records of Council, and that they be communicated to members of the respective families.

Council was also advised of the untimely passing of Dr. Metro Gulutsan, the Director of the Division of East European Studies, and a member of Arts Council. Dean Baldwin welcomed under these sad circumstances Dr. T. Yedlin, who will act for Dr. Gulutsan as Director of the Division for the remainder of the year.

2. Minutes of Arts Executive Council Meeting of February 20, 1979 (reported for information)
The Minutes of the Arts Executive Council meeting of February 20 were approved by the Executive Committee, in accord with existing Faculty procedures.

3. Executive Committee Report: Meetings of February 20, March 6, and April 3
[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]
Item five of the report was removed for separate consideration, the Executive having recommended an amendment to the long-standing Faculty policy that "an interrupted term shall be considered a completed term for membership on Arts Faculty Council committees." The Executive proposal was put to Council on a motion by Professor Nielsen, seconded by Professor Munn,

> THAT the word "normally" be added to the existing legislation, thereby admitting the possibility that an interrupted term of six months or less *not* be viewed as a completed term (the handling of individual requests to be on the basis of a specific recommendation from the committee chairman to the Executive).

Dean Baldwin explained that the recommendation reflected a desire on the part of some members of the Executive to see six months' leaves fully integrated into the operation of the Faculty (as indeed in many respects they now are), but that its immediate effect would be to allow some flexibility in particular circumstances (as in the recent case involving the chairmanship of the Canadian Studies Committee).

Motion carried.

It was then moved by Professor Engelmann, seconded by Professor Marahrens,

> THAT the Executive Report be approved by Council (the act of

approval taking into account recent changes in the membership of Faculty standing committees, including the reconstitution of the Academic Planning Committee).

Motion carried.

4. Spring Graduands

[The CAS and Honors Reports having been distributed at the start of the meeting, copies are attached to the official Minutes only.]

4.1 Report of the Committee on Academic Standing

It was moved by Professor Runquist, seconded by Professor Hickey,

> THAT Council approve the recommendations on pp.1-19 of the report, i.e. the recommendations for degrees and special certificates, and the awarding of the prizes.

Prior to the vote Dean Baldwin drew Council's attention to the first awarding of the Douglas E. Smith Gold Medal for the B.A. (Special) program (the title of the award recognizing Dr. Smith's fifteen years as Dean of the Arts Faculty, and the fact that the B.A. (Special) program was conceived and came into being during his tenure in office).

Motion carried.

It was moved by Professor Runquist, seconded by Professor Rule,

> THAT Council approve the recommendations regarding the five special cases outlined on pp. 20 & 21 of the report (the reference to "Geology 2091" in the case of Grant Linus Schnurr having been corrected to read "Geology 209").

Motion carried.

> Note: Council also received for information a confidential list of students who failed to meet degree requirements.

4.2 Report of the Honors Committee

It was moved by Professor Reinhold, seconded by Professor Rule,

> THAT the recommendations regarding Honors graduands and the awarding of the Governor General's Gold Medal be approved by Council (the specialization of Janet Ann Forster on p.2 of the report having been corrected to read "Art History").

Motion carried.

It was moved by Professor Reinhold, seconded by Professor Rule,

> THAT the Faculty of Arts offer a prize of $100 to each of the graduating students in the Honors program whose GPA on the total four-year program, being 8.0 or above, is within one decimal point of the GPA of the winner of the Governor General's Gold Medal, the Honors Prize(s) to be listed in the Convocation program and the prize winner(s) to receive a letter of commendation from the Dean of the Faculty;

AND THAT, assuming acceptance of the foregoing recommendation, the following Spring Graduands be awarded an Honors Prize:

KRAUSE, Richard Henry
LOOK, Sharon Cindy.

Motion carried.

Note: It was understood that this specification of the use of Faculty funds is subject to the approval of the Dean of Arts (in accord with existing, and overriding, legislation regarding the responsibilities of Deans of Faculties).

5. Report of the Course and Calendar Change Committee

[Father de Valk, the Principal of St. Joseph's College, was present for the discussion of the report and addendum, copies of which are attached to the official Minutes.]

It was moved by Professor Reinhold, seconded by Professor Stangeland,

THAT the Report of the Course and Calendar Change Committee be approved by Council.

The report was considered in the light of the following editorial changes.

p.3 DRAMA 509. Play Production Process.
Change term to read: either term.

p.4 ENGL 385. The King James Bible in English Literature.
Change description to read: A literary study of selections from the Old and New Testaments of the King James Bible, and of the influence of the King James Bible in English literature.

p.5 GEOG 471. The Historical Geography of North America.
Change description to read: The evolution of settlement patterns and the cultural landscape of North America from the end of Amerindian Times to the mid-twentieth century.

p.9 CHR T 344. Catholicism: Late Middle Ages to Modern Times.
Add revised description: The history of the Church, its beliefs and theology, its struggle with reformers and nation states, from the days of schism to ecumenism.

CHR T 352. Medical-Moral Problems.
Correct the spelling of the word "euthenasia" in the course description to read "euthanasia."

The question was called on approval of the report, as amended, and excluding the courses removed for separate consideration (see below).

Motion carried.

The debate then centred upon the courses removed for separate consideration.

p.1 ANTHR 461. Social Theory in Anthropology.
On a motion by Professor Marahrens, seconded by Professor R. C. Smith, the course was tabled, pending further consultation between the Departments of Anthropology and Sociology.

p.4 ENGL 385. The King James Bible in English Literature.

ENGL 385 was previously submitted to Council in August 1977 under the following title and description: The Bible as Literature. A literary study of selections from the Old and New Testaments in the King James version. This proposal was referred back to the Course and Calendar Change Committee for further consultation "with, and within, the Department of English," in the light of concerns expressed by the Departments of Comparative Literature and Religious Studies (ref. item 5, AFC, 30/8/77). The May 1979 resubmission was challenged on procedural grounds, the Chairmen of Comparative Literature and Religious Studies having cited a lack of opportunity to comment on the latest title and description of the course prior to submission to Council, and having argued that their earlier enquiries had not been answered, either in the revised course description, or in the rationale put forward by the English Department (ref. the statement at the bottom of p.4 of the Calendar Report). Accordingly, it was moved by Professor Blodgett, seconded by Professor Munn,

> THAT Council's consideration of ENGL 385 be deferred, to permit further consultation amongst the interested departments.

Speaking on behalf of the Course and Calendar Change Committee, Professor Reinhold explained that following the August 1977 Council meeting his Committee initiated an exchange of correspondence with the three departments, the last round of which was the course title and description now before Council. Professor Reinhold added that the current submission was actually the second revision of the original proposal, another revision having been circulated to the Departments of Comparative Literature and Religious Studies and having subsequently been amended by the Department of English, with a view to meeting the objections of the other two departments. It was the Committee's view that the course title and description of the content had been sharpened in such a way as to make clear the English Department's particular interest in the King James Bible (thereby satisfying an earlier criticism that the original title The Bible as Literature was too general). It also seemed to the Committee that there had been adequate consultation, and that it was therefore appropriate to resubmit the course to Council along with its recommendation for approval, Council having final authority in this matter.

Motion to defer defeated.

The August 1977 discussion of jurisdictional interests was then reviewed, together with the interest of the discipline of English in the King James Bible. Professor Waugh, the Chairman of the Department of Religious Studies, reiterated his Department's concern that "the introduction of ENGL 385 might establish religion and literature as an area over which the English Department would have hegemony." Professor R. C. Smith, the Chairman of the Department of Classics, added the interest of his Department in the matter of translations of ancient texts (Professor Blodgett, the Chairman of the Department of Comparative Literature, having previously argued that "despite its being written in English, the King James version of the Bible is

nevertheless a translation," and "the proposal did not make clear whether the English Department wished simply to study this particular translation, or whether this would create a precedent for the study of other works in translation"). Members of the Department of English argued that the very nature of the Bible made it virtually impossible for any department to have hegemony over its use; that, for example, it was already accepted as literature (ref. the existing course C LIT 518 The Biblical Tradition in Literature), as a religious document, and as an historical document. They also argued that the aspect of the King James Bible as a translation was not really relevant to this particular discussion; that from the point of view of English language and literature it is the aspect of the King James Bible as an achievement in English prose that is significant, and that it was desirable and important that the Department offer a course which would treat of that Bible as worthy of literary study in itself, and as a primary source of much that is important to the rest of English literature.

Given the particular role of the King James Bible in the evolution of English literature, a question was raised whether it was really appropriate that the new course be introduced at the generalist 300-level, or whether there should be some sort of restriction in terms of prerequisite, a more senior level and/or clientele. Having argued in favour of a specialist presentation, Professor Blodgett moved an amendment, seconded by Professor Waugh,

> THAT this course be limited to English Honors students and English majors.

Members opposing the amendment argued that ENGL 385 should be available to any student who is interested in continuing courses in English literature, and urged Council not to impose any restriction other than the existing prerequisite for all 300-level English courses, namely one full-course equivalent at the 200 level.

Amendment defeated.

The question was put on approval of ENGL 385, as corrected editorially, it being understood that the motion was addressed specifically to the approval of the course and its description, and not to the rationale contained on p.4 of the report (one member having taken strong exception to the argument of administrative precedents from *other* institutions).

Motion carried.

p.7 POL S 490. Selected Topics in Political Behavior. Detailed examination of special topics of current or historical importance in the field. . . .

An amendment was moved by Professor Liebel-Weckowicz, seconded by Professor Evans,

> THAT the word "recent" be added to the course description preceding "historical importance."

The force of the amendment was to sharpen the distinction between courses offered by the Department of History and those offered by the Department of Political Science. However, Professor Gilsdorf, the

Acting Chairman of Political Science, argued that the word "recent" was lacking in specificity and that in any event his Department was not attempting to preempt the offerings of the History Department, POL S 490 being a course in the theoretical literature of political behavior.

Amendment defeated.

The question was put on approval of POL S 490, as described in the Calendar Report.

Motion carried.

pp.9 & 10 St. Joseph's College

CHR T 351. The Christian Meaning of Sex and Marriage.
CHR T 352. Medical-Moral Problems.
CHR T 354. Religion and the Creative Imagination in the Catholic Tradition.
CHR T 356. Religion and the Contemporary Creative Imagination in the Catholic Tradition.
CHR T 379. Theology and Liturgy of Eastern Christian Churches.

Council was advised that the individual proposals had been examined by the Arts departments directly concerned with the question of duplication and overlap with their particular course offerings and that, with some changes in the titles and contents, the proposals were in fact approved by the interested departments, some residual reservations notwithstanding. They were then submitted to the Course and Calendar Change Committee, which was the first body within the Faculty to view the courses in their totality, and in relation to the mandate, as the Committee understood it, of the teaching area of St. Joseph's College, namely the teaching of history, philosophy, and theology within the special context of the Roman Catholic faith. It was the Committee's view that CHR T 351/352/354/356 did not really involve a discussion of theological issues, but rather an application of Catholic thinking to various moral and social problems, and to various disciplines such as literature. This opinion was supported by the observation that the new course proposals differed quite markedly from existing courses under the Christian Theology label, such as, for example, CHR T 362 Theological Sources. Hence the recommendation that these four courses not be approved by Council. CHR T 379 was viewed in a somewhat different light, the Committee having recommended against approval on the grounds that the College seemed to be moving outside its denominational and jurisdictional area which is seen to be the Roman Catholic rather than the Eastern Christian faith.

Father de Valk's position was that the new courses were simply a manifestation of the gradual growth and development of St. Joseph's College; that CHR T 351/352/354/356 fell within a special, and *bona fide*, branch of theology known as moral theology, and that the Committee's disqualification of CHR T 379 overlooked the fact that more than a dozen Eastern rite churches are in full communion with Rome. He suggested (and Council agreed) that the question be divided so that the contentious courses could be assessed in light of their particular purpose and place in the curriculum.

CHR T 351. The Christian Meaning of Sex and Marriage.
CHR T 352. Medical-Moral Problems.

Responding to a comment that the courses were "nothing but reactions to modern trends in our society," Father de Valk reiterated his argument that "moral theology has always been a part of theology" (the rationale being outlined at some length in the addendum to the Calendar Committee Report). Council was also advised that there was currently great concern among members of the separate school boards about the education of teachers to teach in the separate school system in a Christian context, and that the proposed courses would satisfy some of these concerns. In the latter case, however, members were reminded that Council was not dealing with courses for the Faculty of Education; that the courses were being proposed as Arts options, and that the issue raised by the Course and Calendar Change Committee involved their acceptability under the label of Christian Theology. In that regard there was considerable support for Father de Valk's argument that CHR T 351 and 352 were indeed *bona fide* courses in moral theology, one member having observed that "theology is an ongoing study in its ethical context. . .so that it should consider issues of the present."

The question was put on the Calendar Committee recommendation

> THAT CHR T 351 and 352 *not* be approved.

Motion defeated.

A substitute motion was then moved by Professor Jones, seconded by Professor Gordon-Craig,

> THAT CHR T 351 and 352 be approved, as described in the Course and Calendar Committee Report.

Motion carried.

CHR T 354. Religion and the Creative Imagination in the Catholic Tradition.
CHR T 356. Religion and the Contemporary Creative Imagination in the Catholic Tradition.

Council was advised that these courses were examined at a meeting of the language and literature chairmen and that as a result of that meeting changes were made in the descriptions and the concentration, the force of which was to limit the courses to Roman Catholic oriented subjects, so that the Arts Faculty and St. Joseph's College would complement each other rather than compete. This accommodation reduced very nearly to the disappearing point the jurisdictional conflict, and the courses were accepted by the interested departments. However, in a subsequent area discussion with the Chairman of Religious Studies, it became clear that although, in practice, St. Joseph's College had accepted a delimiting of the subject area, it would not, in principle, limit itself to what it could do in the area of Christian culture, nor was the College prepared to acknowledge that its pursuits differed in principle from the pursuits of the liberal arts in general.

In light of the foregoing information, Father de Valk was asked to clarify the rationale for CHR T 354 and 356. He explained that the purpose was twofold: (1) to use literature to illustrate theological themes, and (2) to introduce the student taking theology to literature as an expression of man's history and himself. Father de Valk also emphasized that all of

the St. Joseph's College courses were liberal arts courses; that the College had never envisaged anything else, and that in the case of CHR T 354 and 356 he would not accept a proposal to limit these courses to Faculty of Education students (the latter proposal having been made in the light of the earlier expressed concern about the preparation of teachers in the separate school system).

The news that St. Joseph's College was unwilling to accept any doctrinal delimitation was disturbing to some of the literature chairmen, who now saw in the course proposals the possibility of more than a marginal overlap with their departmental offerings.

The question was put on the Calendar Committee recommendation

THAT CHR T 354 and 356 *not* be approved.

Motion carried.

CHR T 379. Theology and Liturgy of Eastern Christian Churches.
The Calendar Committee recommendation was automatically before Council:

THAT CHR T 379 *not* be approved.

The Committee expressed the view that "the College seemed to be moving outside its denominational and jurisdictional area." Father de Valk's response was that "the Committee appears to have overlooked the fact that more than a dozen Eastern rite churches, including the Ruthenian or Ukrainian rite, are in full communion with Rome and are just as much a part of the Catholic Church as the Latin rite church in the West."

Motion defeated.

A substitute motion was then moved by Professor Jones, seconded by Professor Gordon-Craig,

THAT CHR T 379 be approved, as described in the Course and Calendar Committee Report.

Given the above-noted rationale, an amendment was moved by Professor Kreisel, seconded by Professor Busch,

THAT the phrase "in communion with Rome" be added to the end of the course title (Father de Valk having indicated that, in theory, he was opposed to the restricted definition, but that, in practice, he would accept it).

Amendment carried.
Motion, as amended, carried.

p.10 Additional Recommendation of the Course and Calendar Change Committee re: St. Joseph's College Courses
The Calendar Committee recommended

THAT the word "Catholic" be substituted for "Christian" in the titles of the existing courses PHIL 219 Foundations of Christian Philosophy, and PHIL 301 Development of Christian Philosophy, AND THAT, where applicable, this clarifying amendment be applied to the titles and descriptions of all courses offered under the aegis of St. Joseph's College.

Father de Valk's position was that "St. Joseph's College is not prepared to act without further reflection."

Accordingly, it was moved by Professor Gordon-Craig, seconded by Professor Jendyk,

> THAT this additional recommendation be tabled (the motion being designed to expedite the business of Council).

Motion carried.

p.11 SOC 362. Comparative Societies.
Council acceded to the request of Professor Silverman of the Department of Sociology that the course be withdrawn, to permit further consultation with the Department of Anthropology.

Student Representation on 1979-80 Arts Council
It was moved by Professor Harris, seconded by Professor Hargreaves,

> THAT the departmental nominations for student representation on the 1979-80 Arts Council be approved:

Anthropology
No nominations, no representation

Art and Design
No nominations, no representation

Classics
C. R. Hattersley, B.A. (Special)

Comparative Literature
No nominations, no representation

Drama
No nominations, no representation

Economics
P. D. Evoy, B.A. (Special)
K. A. Fettig, B.A. (Honors)
A. A. Ropchan, B.A. (General)

A. M. Gnanisihamany, alternate, B.A. (General)

English
J. L. Dixon, B.A. (General)
M. A. Gillies, B.A. (Special)

Germanic Languages
No nominations, no representation

History
K. A. Ivany, B.A. (General)
J. M. Nering, B.A. (General)
L. L. A. Willie, B.A. (Special)

Music
W. F. Christensen, B.Mus.

Philosophy
No nominations, no representation

Political Science
J. K. Kelly, B.A. (Special)
A. S. Roznicki, B.A. (Special)

Psychology
No nominations, no representation

Religious Studies
J. A. Brant, B.A. (Special)

Romance Languages
No nominations, no representation

Slavic Languages
R. A. Brytan, B.A. (General)

Sociology
C. Burdeniuk, B.A. (Honors)
D. M. Daniel, B.A. (Honors)
B. R. McNish, B.A. (Honors)

M. J. Ivanitz, alternate, B.A. (Honors)
S. M. Wyngaarden, alternate, B.A. (Honors)

Motion carried.

7. Motion to Change the Order of the Agenda

In view of the lateness of the hour, it was moved by Professor Munn, seconded by Professor Nielsen,

> THAT the Report of the *ad hoc* Committee on the Annual Report form be given precedence over the remaining items on the agenda (the Annual Report being a contractual requirement, and there being some urgency to deal with this matter).

Motion carried.

8. Report of the *ad hoc* Committee on the Annual Report Form

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

In August 1978, in the light of revisions to Article 28 of the staff Agreement, Council asked its Executive to strike an *ad hoc* committee to consider and make recommendations concerning the format of the Annual Report for staff in Arts (ref. item 7, AFC, 29/8/78). The *ad hoc* committee's response was now before Council, the committee having identified a number of issues for future study, and having put forward for immediate consideration a proposal for revision of the Annual Report form. The latter was presented to Council on a motion by the committee chairman, Professor Stangeland, seconded by Professor Marahrens,

> THAT Council adopt for the use of this Faculty the model of the Annual Report form that we have circulated.

Discussion was initiated by Dean Baldwin, who suggested that in its consideration of the revised Annual Report form Council bear in mind that certain information is required under the terms of the Agreement, but that other things are dictated by the will of the Faculty. Dean Baldwin noted, for example, that the Faculty could, if it so desired, incorporate the Supplementary Professional Activities statement into the Annual Report form, but that the *ad hoc* committee was recommending that it *not* be incorporated; hence the SPA material was not a part of their model. (Note: Information on SPA statements is in any event available to the Faculty Salaries and Promotions Committee, by virtue of Council's August 1978 resolution "that SPA annual statements be taken into account in the evaluation of a staff member's performance for tenure, increments and promotion." The Annual Report form is also in the FSPC realm, by contract; ref. Appendix J-B.5 re: Article 28.)

The initial reaction was in the form of individual requests for clarification and/or further modification of the Annual Report form, many of the comments being directed to the need to sharpen the various headings and to maintain consistency in the terminology. There were also recurring questions about the amount of space and the pride of place given to various items, one member having noted, for example, that there seemed to be an excessive amount of space for the reporting of administrative activity and a minimal amount for Honors and graduate supervisions, and several members having questioned the insertion at the top of the form of the subheading "courses of study completed and/or degrees/diplomas achieved during report year," and the lack of any specific provision for the highest degree already attained by the staff member. In response, Professor Stangeland emphasized that the listing did not imply any particular order of importance, that the ordering was more in the nature of an instinctive

operation and a natural course of events, say, for example, in the placement of the heading "publication of research" immediately following "research/creative work completed during year." In light of this general discussion and before taking any specific amendments, Dean Baldwin asked for a straw vote to determine whether or not the model before Council was, in principle, an acceptable document. The vote was affirmative, whereupon Council addressed itself to the most contentious area of the model, namely the section headed "Research/Creative Activity."

Research/creative work completed during year
Professor Stangeland was asked to clarify what was meant by the subheading "not yet or intended to be published, performed or exhibited." His response was that it comprehended work which is intended for publication, together with work which has been accepted for publication and work which is in press, and that it also comprehended work which is *not* intended for publication, the latter taking account of a May 1977 discussion in Council about the pursuit of knowledge for its own sake (i.e. for the enrichment of the individual instructor). Given this explanation, it was suggested that there was too wide a range of materials in the classification, and that a distinction be made between work which is in the process of publication, and work which has not yet been accepted or is not intended for publication. Accordingly, an amendment was moved by Professor Asch, seconded by Professor Shiner,

> THAT works which have been accepted for publication or are actually in press, so labelled, be listed under publications.

Amendment carried.

It was also recommended that a less ambiguous syntax be substituted for "Not yet or intended to be published," say, for example, "not yet accepted for publication, or not intended to be published."

Publication of Research
The debate centred upon the subheading "articles, review articles and other reviews published in journals," and the statement "indicate whether these appeared in refereed journals, in-house publications, etc." Members supporting the inclusion of the latter statement argued that it was useful information for the Department Chairman and for the FSPC, in terms of providing some indication of the relative merit of a given article. Other members argued that both the statement and the rationale seemed to imply that refereed journals were more prestigious than in-house journals, but that this was not necessarily the case. They also argued that the range of publications was so great (including, for example, a number of journals that may solicit a particular article, but may or may not referee the finished product), that this matter could not adequately be dealt with on the Annual Report form. In any event, it was suggested that "it is up to the chairmen of departments to assess the quality of that which is published, and not the place in which it is published." The lines on this issue having been clearly drawn, an amendment was moved by Professor Scobie, seconded by Professor Barbour,

> THAT under the main heading "publication of research" and the subheading "articles, review articles and other reviews pub-

lished in journals," the statement "indicate whether these appeared in refereed journals, in-house publications, etc." be deleted.

Amendment carried.

With the consent of Professors Stangeland and Marahrens, the original motion was revised to read

> THAT for the purposes of the year of record 1978-79, this format of the Annual Report form here before us, as amended, be accepted in principle, with editorial changes as indicated in the light of discussion*, it being understood that there will be another opportunity to discuss the document in Council in May 1980 (or earlier), in light of the experience of using it.

Motion carried.

> *A summary of the individual comments and suggestions will be referred to Dean Baldwin, who will make the editorial changes in consultation with Professor Stangeland.

A vote of thanks was then tendered to the *ad hoc* committee "for this extremely literate document," it being understood that the balance of the report (i.e. the various issues identified for future study) will be referred to the Executive Committee for appropriate programming for Council consideration.

9. Proposal for Renaming of Arts Executive Council

The Executive Council resolution of February 20, 1979 was automatically before full Council, the recommendation being designed to clarify the distinctive features of the three levels of Faculty government (Arts Faculty Council, Arts Executive Council, and Arts Executive Committee), and, in particular, to take account of the size and the representativeness of the Executive Council.

> THAT the name of Arts Executive Council be changed to Arts Representative Council (the word "Council" having been deliberately retained, to make clear that this is a fully delegated body of Arts Faculty Council).

Motion carried.

10. Proposed Course in Communication for Native Students

It was moved by Professor Kreisel, seconded by Professor Marahrens,

> THAT this item be deferred until the August meeting of Council.

Motion carried.

11. Adjournment

By general consent, on a motion by Professor Hett, seconded by Professor Hargreaves, the meeting was adjourned at 1:00 p.m.

Chairman.

Arts Faculty Executive Committee Report
Meetings of February 20, March 6 and April 3, 1979

1. Student Appeal: Eric Fleck

Mr. Fleck sought permission to withdraw from a full-session course approximately one week after the deadline governing Arts students. His failure to comply with the deadline was attributed by him to misinformation given by the Registrar's Office, he being supported, here, by another student who was present at the time of the initial enquiry (the Registrar's Office having apparently cited the deadline for withdrawal from a single-term course: March 2, rather than the deadline for withdrawal from a full-session course: February 16). There was a further complication in that the Faculty Office had inadvertently approved a six-course registration for the 1978-79 session, a load which is above normal under any circumstances, and which was not in the best interests of Mr. Fleck, a probationary student in the third year of the B.A. (General) program. It was the Executive's view that the combination of the two administrative errors and the import of their possible consequences constituted grounds for exception. Accordingly, the appeal was upheld.

> Note: In light of this appeal the Executive has asked the Committee on Academic Standing to review and report on the Faculty deadlines for withdrawal from single-term and full-session courses, and to consider, among other issues, (i) whether a greater differentiation in the timing of the deadlines would eliminate some of the confusion, and (ii) whether the lateness of the existing deadline for withdrawal from a full-session course is really justifiable, in terms of the investment of time and effort on the part of both student and instructor.

2. Search Committee for a Vice-President (Academic)

The Executive, acting on behalf of the Faculty, nominated Professor T. H. White of the Department of Sociology as a candidate for election to the Search Committee for a vice-President (Academic), the nomination being in accord with existing Faculty procedures for nominations to the Board of Governors and to the Selection Committee for a President.

3. Arts Representation on GFC: Election Results

The following were elected by Faculty-wide ballot to serve on GFC for three-year terms commencing July 1, 1979:

E. Egert, Germanics
A. M. Munn, Music
R. M. Nielsen, Classics
P. A. Schouls, Philosophy

4. Committee Memberships

4.1 Academic Planning Committee

The APC was reconstituted (in light of leaves and completion of terms):

Outgoing Members	Executive Nominations
R. A. Davey, Art & Design	S. H. Arnold, Comparative Lit.
R. R. Hett, History (Chrmn.)	M. Jendyk, Drama (Chrmn.)
K. H. Norrie, Economics	T. F. Hartnagel, Sociology
J. O. Orrell, English	R. M. Nielsen, Classics
B. G. Rule, Psychology	R. A. Shiner, Philosophy
G. Schaarschmidt, Slavics	U. Trumpener, History

Associate Dean B. R. Abu-Laban is a continuing *ex officio* member.

4.2 Course and Calendar Change Committee
Professor S. C. Neuman of the Department of English was nominated to serve on the Committee (replacing Professor P. Swartz of the Department of Psychology, whose three-year term will expire in June 1979).

4.3 Film Committee
The Executive received and accepted the following nominations from the Department of Comparative Literature:

P. A. Robberecht (interim appointment, January-June 1979)
S. H. Arnold (three-year term, effective July 1979)

4.4 Honors Committee
The Executive received and accepted the following nomination from the Department of Romance Languages: M. G. Badir (replacing C. K. A. Colter).

5. Review of Faculty Policy re: Interrupted Terms on Standing Committees
The Executive reassessed the long-standing Faculty policy that "an interrupted term shall be considered a completed term for membership on Arts Faculty Council committees," in light of the question whether requests for exception should continue to be handled on an *ad hoc* basis (as in the recent case involving the chairmanship of the Canadian Studies Committee, ref. item 4.2, AEC, 20/2/79), or whether there should be specific provision for flexibility in the case of leaves of six months' duration or less. The Executive decided to recommend to Council that the word "normally" be added to the existing legislation, thereby admitting the possibility that an interrupted term of six months or less *not* be viewed as a completed term (the handling of individual requests to be on the basis of a specific recommendation from the committee chairman to the Executive).

6. Functional Relationship between Arts and St. Joseph's College [ref. Exec. Rpt. to AEC, Oct./78]
The Executive received and approved a position paper (prepared by the Dean) on the functional relationship between Arts Faculty and St. Joseph's College, the document having also been submitted to Father de Valk, the Principal of St. Joseph's College, and having been accepted as "an accurate summary of the College's relationship with the Faculty of Arts." The position paper reaffirms the Faculty's long-standing role as the University's agency for approving courses proposed by St. Joseph's College (at least where Arts options are involved), this relationship being predicated on the understanding that "whatever the [1926] Charter would seem to allow, St. Joseph's has no intention of impinging on the Faculty's departments in the courses it will seek to give (by which is meant, entering into direct competition by offering equivalent courses or usurping areas that can legitimately be said to belong to a given department)," and that insofar as the acceptability of new course proposals is concerned, St. Joseph's is willing "to submit itself unreservedly to established Faculty procedures." A series of discussions has been arranged with the various interested departments for the purpose of clarifying jurisdictions, following which Dean Baldwin will submit to the GFC Executive a full report of the negotiations with St. Joseph's College (in accord with the latter's September 1978 directive that the Arts Executive "examine and negotiate the Faculty's various points of concern and report back the results to GFC acting as a consultative body").

6. Senate Recommendation re: Credit Course in Communication for Native Students
The Curriculum Committee was asked to do a feasibility study of the Senate proposal that a fall session credit course in communication be established for native students, and that it include information on (1) how to take lecture notes, (2) report and essay writing, (3) examination writing, and (4) how to use the library. The Committee's response was in the form of a model for the proposed course, which will be carried forward to the May meeting of Arts Faculty Council as basis for discussion in principle of whether or not such a course should be considered for credit or non-credit (as recommended by the Committee).

(See also Exec. Comm. item 3, 29/5/79)

REPORT OF THE MAY 1979 MEETING OF THE FACULTY OF ARTS COMMITTEE ON ACADEMIC STANDING

1.1 Recommended for the Dr. John MacDonald Gold Medal in Arts

EDWARD MILES JEFFERY BOGOCH		CALGARY

1.2 Recommended for the Degree of Bachelor of Arts (General)

MARIA ABRAAO		EDMONTON
ARUNKUMAR SAMUEL ABRAHAM		LLOYDMINSTER
DERICK KENNY ACKLOO		EDMONTON
GERENE DARLO ALBRECHT	DISTINCTION	RED DEER
CALVIN BLAIR WOODROW ANDERSON		EDMONTON
ROBERT JOHN ANDERSON	DISTINCTION	EDMONTON
ROBERT THOMAS ANDERSON	DISTINCTION	SHERWOOD PARK
TOSHIMI AGNES ANDO		CALGARY
EMMANUEL QUEZON ARANAS		EDMONTON
RONALD ALBERT ARIAL		EDMONTON
LINDA MARIE ARSENAULT	DISTINCTION	FORT SASKATCHEWAN
ANDREW PAUL BACON		EDMONTON
ALBERTA DAWN BALLANTINE		CALGARY
KENNETH ALLAN BARDY		EDMONTON
DAVID CORBETT BARRY		EDMONTON
GILLIAN EVA BARRY		EDMONTON
HELENA ELISABETH BARTL	DISTINCTION	EDMONTON
MARC JEAN BELAND		JASPER
JOSEPHINE YING FUNG BI		EDMONTON
JOHN CORBETT BILSLAND	DISTINCTION	EDMONTON
FRANCES ERIKA BINDER		EDMONTON
RONALD VICTOR BIRK		EDMONTON
CAROL ELAINE BISCHOFF	DISTINCTION	EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

CATHERINE JOAN BISHOP	DISTINCTION	BANFF
JULIAN WILLIAM BODNAR		EDMONTON
CHEREDA LYNTON BODNER	DISTINCTION	EDMONTON
EDWARD MILES JEFFERY BOGOCH	DISTINCTION	CALGARY
RANDY ARLEN BRANDT		EDMONTON
MARJORIE ANNE BRESE		EDMONTON
PAUL CLAUDE BRODEUR		QUEBEC
JUDITH ANN BROWN		EDMONTON
ELEANOR MARY BRYAN		EDMONTON
BRADLEY WILLIAM HENRY BUCKNELL		EDMONTON
TARAS DMITRO BUMBAK		EDMONTON
MARNA LEIGH BUNNELL		EDMONTON
RUTH WILSON BURWASH		EDMONTON
BARBARA ANN BUTT		EDMONTON
HELEN CALLUM BYERS		EDMONTON
MARIA DO CARMO CABRAL		EDMONTON
JANE ELIZABETH CAWSEY	DISTINCTION	EDMONTON
ROBERT MICHAEL CHAFFEE		EDMONTON
ERIC KOON-LOI CHAN		HONG KONG
MATTHEW GRANT CHAPMAN		EDMONTON
SYLVESTER NESTOR CHICHAK		EDMONTON
BOB ALAN CHORNEY		EDMONTON
MAY CHUNG		EDMONTON
RICHARD ERNEST CLAVIER	DISTINCTION	LEDUC
MARGARET ELAINE CLAYTON		ST. ALBERT
RENY LUCIO CLERICUZIO		EDMONTON
DARLEEN MARY COLAHAN		EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

PETER JOSEPH COLE		EDMONTON
TIMOTHY JAMES COONEN	DISTINCTION	UNITED STATES
MARY MAE COUTTS		ST. ALBERT
DAVID ROBERT COX		EDMONTON
ROBERT FRENCH CROSBIE		EDMONTON
DARRELL ERWIN CROSWELL		CAMROSE
CAMERON DREW CURRAH		EDMONTON
KENT HUGH DAVIDSON	DISTINCTION	MANITOBA
DONALD STEWART DEAN	DISTINCTION	EDMONTON
EVAN WRAY DEARDEN		EDMONTON
LINDA ELAINE DEARY		EDMONTON
BRUCE EDWARD DEMCHUK		YUKON
ANNE DEN OTTER	DISTINCTION	EDMONTON
JACK LYNN DOBBS		EDMONTON
LORI SHAWN DOWLING		JASPER
ROGER GEORGE DUGAS		EDMONTON
JAMES WILLIAM DUKE		EDMONTON
CAROL JOANNE DYCK	DISTINCTION	EDMONTON
SUNNY AZIKIWE MIKE EBEGBUZIE		EDMONTON
JENNIFER ANNE ENG	DISTINCTION	EDMONTON
GORDON EVAN EVANS		EDMONTON
KARL HENRY FALTIN	DISTINCTION	BRITISH COLUMBIA
LUIGI ANTONIO FANTIN		CALGARY
DAVID BRUCE FARREND	DISTINCTION	EDMONTON
JUDITH LYNN FISH		EDMONTON
BRUCE STEWART FITZSIMMONS		EDMONTON
PATRICK LYLE FLANDERS		EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

KENNETH DAVID FLATER	DISTINCTION	CAMROSE
ALLAN FOKKEMA		EDMONTON
JOHNSON SIK KWUN FONG		RED DEER
CLINTON WILLIAM FORD	DISTINCTION	RED DEER
KENNETH GEORGE FOSSEY		EDMONTON
DOUGLAS WALTER FOWLER		RED DEER
SUSAN CAROL FRASER		EDMONTON
LYNN DEE FRIEDRICK	DISTINCTION	EDMONTON
ARTHUR FRANCIS GAGAN		YUKON & NWT
CATHERINE GERERDA GAIDA		PROVOST
ZENDA SIANG-HOON ALICE GAN		HONG KONG
NOLAN WAYNE GAUSMAN		BROOKS
KEHINDE ADEGBOYEGA GBADEBO		NIGERIA
CHERYL DIANE GELLERT		DRAYTON VALLEY
GEORGE MIKE GERALD		EDMONTON
ANDRE JEAN FRANCOIS GIASSON		EDMONTON
CATHERINE MARY GILLIS		NEW BRUNSWICK
FRANCES JOAN GOBLE		WATERTON PARK
TREVELEE DIANE GOODWIN	DISTINCTION	EDMONTON
JUDITH MARTHA GRATZER		EDMONTON
ALAN RICHARD GRAY	DISTINCTION	EDMONTON
CHARALEE FAWN EISERT GRAYDON	DISTINCTION	CORONATION
SANDRA LYNN GRIFFIN		YUKON & NWT
HARVEY MALCOLM GROBERMAN	DISTINCTION	EDMONTON
MARY WHITELAW GRUMBLY		ST. ALBERT
CHERYL ANN HALL		EDMONTON
PAMELA GAYE HALLETT	DISTINCTION	EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

KAREN LAVIDA HAMDON		EDMONTON
WILFRED HANEVICH		EDMONTON
STEPHEN DOUGLAS HANON		EDMONTON
DAVID GEORGE HARDMAN		EDMONTON
JEFFREY KIM HARRIES		EDMONTON
JOHN ADRIAN HART		HINTON
DONNA MAGDALENE HAUGEN		EDMONTON
PATRICIA GHISLAINE HEIKEL	DISTINCTION	EDMONTON
HAMISH JAMES DONALD McLEOD HENDERSON		EDMONTON
DONALD BLAINE HIGA		LETHBRIDGE
DIANE LEE HODGKINSON		EDMONTON
PAMELA ANN HOLDEN		EDMONTON
CHRISTINE RUTH HOLMAN		JASPER
JOHN DAVID HOLMES		RED DEER
SHAUN DONALD HOLMSTROM		RED DEER
DOUGLAS ALAN HOLTBY		EDMONTON
DEBRA KATHERINE HOOK		EDMONTON
GORDON ERNEST HOOPER		EDMONTON
MARSHALL WILLARD HOPKINS		ST. PAUL
TRACY DIANNE HORSMAN		EDMONTON
BRUCE FRANKLIN HUGHSON		EDMONTON
JUDITH GAIL HUSHAGEN		GRANDE PRAIRIE
DWAYNE CYRIL ARTHUR IBSEN		EDMONTON
ALLAN EDWARD INGELSON		CALGARY
WADE HOGUE TED INGRAM		EDMONTON
JOHN WILLIAM ISBISTER		EDMONTON
MARIAN JACKSON-CURRAN		YUKON & NWT

Recommended for the Degree of Bachelor of Arts (General) cont.

SHEHNUL MOHAMED JAFFER		EDMONTON
DOUGLAS THOMAS JEFFREY		ST. ALBERT
GERALD PAUL KEANE		EDMONTON
ELAINE THERESA KEENAN		YUKON & NWT
GRAHAM NORMAN KERN	DISTINCTION	LEDUC
SHARON DEBORAH KINAKIN		LETHBRIDGE
HELEN MARY KING		EDMONTON
MICHAEL DAVID KLAUSE	DISTINCTION	WETASKIWIN
MARY CATHERINE KNOWLTON		CALGARY
KAARE RONALD KOLOT	DISTINCTION	EDMONTON
LEE CHUEN SHIRLEY KONG		EDMONTON
BRENT NICHOLAS KOSTYNIUK		EDMONTON
BRENDA LOUISE KUERSCHNER		EDMONTON
SUSAN KUESTER		EDMONTON
LORRAINE GLADYS KYTE		EDMONTON
DEBORAH ROSE LAIN		CALGARY
PAUL ANTHONY LAMB		RED DEER
VERLE SABRINA LAMBERT		FORT SASKATCHEWAN
MELODY BLYTHE LANDERS		EDMONTON
PATRICIA CHARLOTTE LANE	DISTINCTION	SASKATCHEWAN
EUGENE ANTHONY LANG		EDMONTON
BRIAN DAVID LANGKAAS		EDMONTON
CADMAR GERVAIS LARSON		CALGARY
ROBERT MARSHALL LAWRIE		EDMONTON
MARY-ANNE ELIZABETH LEGER		EDMONTON
SANDRA MILDRED LEITCH		EDMONTON
DAVID MICHAEL ANTHONY LEONARD		EDMONTON
ANNA MARIA LESKO		EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

SUSAN CATHERINE LETT		EDMONTON
CHI-YAN PETER LEUNG		EDMONTON
LINDA JOAN LIGHTBOURN		NASSAU AND BAHAMAS
BERNADETTE SEREDA LINDGREN		EDMONTON
TRUDY MAE LINKE		EDMONTON
JOHN STUART LITTLE		INNISFAIL
HELENE CLAIRE LONG		EDMONTON
ROBERTA ANN LOWE		HIGH PRAIRIE
SUSAN LUCADELLO		EDMONTON
DARIA VERA LUCIW		EDMONTON
CHARLES MARK LUNNIN		ONTARIO
KAREN ANN LYNCH		EDMONTON
ROBERT JAMES LYONS		EDMONTON
ANNE LOUISE MACAULAY		EDMONTON
SANDRA LYNNE MACDONALD		EDMONTON
FIONA CAROLYN MACGILL		EDMONTON
RODERICK NEIL MACIVER		EDMONTON
LESLEY MAUREEN MAGUIRE		EDMONTON.
RONALD MAHLON MANGAN		EDMONTON
YVONNE MANVILLE		EDMONTON
GLENNIS BERYL MARSHALL		EDMONTON
ELINOR LEITH MARTIN	DISTINCTION	EDMONTON
MARGARET ALICE MASONCHUCK		CALGARY
MARGARET ADELE MASSIAH		SHERWOOD PARK
GAIL SUZANNE MATIASZOW		TWO HILLS
JULIA MARIE MAUGHAN		CALGARY
LIANNA JEAN MCADAM		EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

KELLIE PATRICIA MCAFFER		EDMONTON
ELIZABETH MARY MCCORD		EDMONTON
MARY JANE MCDONALD		EDMONTON
SHIRLEY MARY MCDONALD		EDMONTON
KEITH ALAN MCFARLANE		ONTARIO
DENISE NOEL MCGUIGAN		EDMONTON
WILLIAM CAMERON MCHUTCHION		EDMONTON
FRANCES EVELYN MCNABB		EDMONTON
MICHAEL EDWIN MERCER		EDMONTON
SONIA MICHAELIAN	DISTINCTION	SHERWOOD PARK
GRAHAM LORNE MILLS		EDMONTON
FRANSIC HENRY MONAGHAN		EDMONTON
JOHN STUART MONEY	DISTINCTION	EDMONTON
ELLEN MARGARET MOREAU	DISTINCTION	EDMONTON
PATRICK WILLIAM MORIN		EDMONTON
LAURIE JOAN MORRIS		RED DEER
HEATHER GRACE MORRISON	DISTINCTION	EDMONTON
BARBARA MORROW	DISTINCTION	EDMONTON
LOIS DONNA MORROW	DISTINCTION	EDMONTON
LESLIE ROGER MOSS		EDMONTON
CONAL BERNARD MULLEN	DISTINCTION	EIRE
COLIN THOMAS MURDOCK		EDMONTON
KATHRYN MARY MURPHY		EDMONTON
CAROL ANNE NEAME	DISTINCTION	EDMONTON
DONNA MARIE NEIL		EDMONTON
LESLIE ROBERT ALAN NELSON		WETASKIWIN
BRIAN EDWARD NOBLE	DISTINCTION	EDMONTON
CYNTHIA CLARA NUGENT	DISTINCTION	EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

BRIGITTE O'ROONEY		EDMONTON
OBIANUJU UZOMA OLISA		CALGARY
MONA MAY ORLANDO		TABER
WILLIAM ANTHONY OSADCHY		EDMONTON
BRENT MATTHEW OSBORNE		EDMONTON
WILLIAM HARRY OSWIN		EDMONTON
CHARLES FLOYD OTTOSEN		INNISFAIL
PEARL LUCILLE OXTOBY		OLDS
KATHLEEN DIANNE MARIE PAETZ		EDMONTON
DOUGLAS ALEXANDER PAGE		INNISFAIL
GLENDA ELFREDA PAISLEY		EDMONTON
ELIZABETH BROCK PARSONS		YUKON & NWT
JEAN PATENAUDE		EDMONTON
JANET ANITA PAVLIC		EDMONTON
SHARON CHRISTINE PAWLYK		EDMONTON
CHRISTOPHER WARWICK PEIRCE	DISTINCTION	EDMONTON
ANNE ELAINE PGETZKE		EDMONTON
FRANK VALENTINE PIDNER		ST. ALBERT
SHERRY LEE PIERCE		EDMONTON
BARBARA FRANCES PLOEGSMA		EDMONTON
MARY ELIZABETH POTREBENKO		EDMONTON
CHARLENE KAYE PRENDERGAST		BRITISH COLUMBIA
PORTIA PRIEGERT	DISTINCTION	EDMONTON
MELVIN WAYNE PUCHAILO		EDMONTON
CHRISTINE SUSAN PURVIS		EDMONTON
RODNEY MICHAEL QUINN		EDMONTON
DENISE ELAINE RACETTE	DISTINCTION	MEDICINE HAT

Recommended for the Degree of Bachelor of Arts (General) cont.

HELEN ALEXANDRA RADIUK		ONTARIO
RAMESH DEV RAMKHALAWAN		TRINIDAD-W.I.
BISSOON DYAL RAMKISHUN		GUYANA
JO-ANNE MARGARET RAMSAY		EDMONTON
DONALD BRUCE RANDALL	DISTINCTION	EDMONTON
FRED JOHN RAYNER		EDMONTON
KAREN MARJORIE REDEKOPP		BRITISH COLUMBIA
JAMES BRUCE REID		EDMONTON
JOSEPH ALEXANDER RESTOULE		ONTARIO
LARRY ARNOLD REYNOLDS		SHERWOOD PARK
THOMAS FREDRICK RICHARDS		EDMONTON
ROXIE CAROLYN ROBB		CALGARY
BARBARA JEAN ROBINSON		EDMONTON
CATHERINE AMBER RODWAY		CALGARY
KATHLEEN LYNNE ROGERS		EDMONTON
ALAN DONALD ROLLINS		EDMONTON
DOROTHY ROOSDAHL		BRITISH COLUMBIA
BRIAN GLEN RUDE	DISTINCTION	EDMONTON
LORRIE CHARLINE RUNKA	DISTINCTION	EDMONTON
GEORGINA DIANE SARNECKI		EDMONTON
GAIL MARIE SCHMALZ	DISTINCTION	LEDUC
GRANT LINUS SCHNURR		CALGARY
KEVIN ALLAN SCHOLE		EDMONTON
KATHERINE MARIE SCHWANKE		EDMONTON
SARLA SHARMA		EDMONTON
MICHAEL FLAVIN SHAW		EDMONTON
SUSAN KAYE SHAW		CARDSTON
LORAINE FAY SHEPHERD		BRITISH COLUMBIA

Recommended for the Degree of Bachelor of Arts (General) cont.

GREGORY PETER SHEWCHUK		FORT SASKATCHEWAN
PATRICIA GAIL SHORTEN	DISTINCTION	EDMONTON
MARTIN SHELDON SHOSTAK		EDMONTON
GORDON JOHN SIDJAK	DISTINCTION	CALGARY
LEONARD PAUL SIEMENS	DISTINCTION	SASKATCHEWAN
GUDRUN ELSIE SIEWERT		EDMONTON
RICHARD JAMES SIMON		PEACE RIVER
ARLENE GLENDA SITTLER		EDMONTON
GENE LESLIE SLOBOD		FORT SASKATCHEWAN
ARIN BRENT SMITH		SHERWOOD PARK
CATHERINE SMITH		EDMONTON
DAVID WILLIAM SMITH	DISTINCTION	EDMONTON
GERARD MARKLE SMITH		SHERWOOD PARK
ROBERT ERIC SMITH		EDMONTON
KIM ANNETTE SRIBNEY		EDMONTON
ELIZABETH ANN STOCKMAN		EDMONTON
NATTALLE STOYKO		EDMONTON
KENNETH EDWARD STRATTON		EDMONTON
DEBORAH ALICE STROSCHEIN		EDMONTON
SUE ANN KATHLEEN SUMPTON		BRITISH COLUMBIA
JOSEPH LEONARD SUTHERLAND		NOVA SCOTIA
ELAINE JOYCE SWITZER		SWAN HILLS
EVELYN FRANCES SYMONDS	DISTINCTION	RED DEER
JEROME STEPHEN SZABO		EDMONTON
CONRAD DANIEL TABASHNIUK		WHITECOURT
THERESA YEUK SI TANG		EDMONTON
LITA INGRIDA TARKSIS		EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

ALISOUN-JESS TEWNION		EDMONTON
JANET LEE THOMPSON		EDMONTON
WILLIAM ADAM THOMSON		SPRUCE GROVE
SHEILA KATHLEEN LAURA THURBER		EDMONTON
SHEILA VERONA TOPPIN		EDMONTON
KAREN MARIE TRACE		EDMONTON
JASON JACOB TRACH	DISTINCTION	EDMONTON
GRACE EMIKO TSUKISHIMA		COALDALE
M. CATHERINE TUCKWELL		EDMONTON
JEFFREY NORMAN UHLICH		EDMONTON
GAIL MATHILDA UNGSTAD		PONOKA
GEORGINA LYNN WALDIE	DISTINCTION	EDMONTON
CAROLE LORENE WALKER		EDMONTON
ARTHUR WAYNE WHITBOURNE		EDMONTON
PAMELA JEAN WHITE		EDMONTON
GRETCHEN MARY WHITTAKER		EDMONTON
KARL ROBERT WILBERG		EDMONTON
RODERICK JOSEPH WILLIAMS		EDMONTON
LAURA CATHERINE WILSON		CALGARY
JAMES DOUGLAS WISWELL		MANITOBA
VERONICA LOUISE WITTE		EDMONTON
MARIANNA YUK-KEI WONG		HONG KONG
DALLAS CECIL WOOD	DISTINCTION	PEACE RIVER
PETER PING FAI WU		HONG KONG
GARY DONALD YASINSKI	DISTINCTION	EDMONTON
LINDA MIU LING YAU		CALGARY
MAN YEE YIU		EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

TIMOTHY ERWIN ZAPF		EDMONTON
KATHLEEN YVETTE ZAZULA		EDMONTON
TERRANCE GLENN ZIMMERMAN		EDMONTON

1.3 Recommended for the Douglas E. Smith Gold Medal

SUSAN ANN ROBINSON		EDMONTON

1.4 Recommended for the Degree of Bachelor of Arts (Special)

JUDITH IRENE ADAMS		EDMONTON
MICHAEL EDWARD ARCHER		QUEBEC
MARK LAIRD ASBELL		EDMONTON
SUSAN ELIZABETH AYER		EDMONTON
WARREN CHARLES BAKER		EDMONTON
JAN MARIE BROOCKE		BRITISH COLUMBIA
JANET MARY CHRISTINE BURNS		EDMONTON
KIRSTY JANET BURT	DISTINCTION	RED DEER
FAYE NELLA SCHMIDT CARBOL	DISTINCTION	EDMONTON
JACKSON WING CHIN CHUNG		EDMONTON
GARTH DUNCAN CLARKE		EDMONTON
DAVID WILLIAM COVEY		EDMONTON
DANNY JOSEPH DANIELS		N.W.T.
CONNIE JEAN DARLING		EDMONTON
ELIZABETH MARGARET DAWE	DISTINCTION	ONTARIO
LORETTA AMABI DELLA MORA	DISTINCTION	EDMONTON
BRIAN KANE DRYSDALE		EDMONTON
TARA JANE FENWICK	DISTINCTION	ONTARIO
ALISON WYNNE FLETT		EDMONTON

Recommended for the Degree of Bachelor of Arts (Special) cont.

NORBERT ROLAND FRANK		EDMONTON
MORNA SUZANNE FRASER	DISTINCTION	EDMONTON
DARCY DAVID FRUNCHAK		TWO HILLS
RICHARD ANTHONY GALASSO		GRANDE PRAIRIE
COLLEEN MARIE GARTNER	DISTINCTION	EDMONTON
RENATO LAWRENCE GAZZOLA		EDMONTON
CRISTINA GIANNACCARI		RED DEER
MARSHALL RENNY GOLDBERG		EDMONTON
JUDITH LORRAINE GRIMSRUD		EDMONTON
GAIL EVELYN GUNN		EDMONTON
RONALD BRIAN HENDERSON		EDMONTON
LINDA LOUISE HUESTON		EDMONTON
JANE CHUI KING IP		EDMONTON
PAULA JANE KELSALL		EDMONTON
DESMOND JAMES KILGANNON	DISTINCTION	EDMONTON
HARVEY BRIAN KING		EDMONTON
GREGORY JOHN KOMAROMI		YUKON & NWT
KARIN EDITH KOONS	DISTINCTION	BRITISH COLUMBIA
WALTER ANTHONY KOWAL	DISTINCTION	EDMONTON
KENNETH ERLAND BYERS KREFTING		RED DEER
TIMOTHY VICTOR KUPCHENKO		EDMONTON
NORMAND LABRECQUE		EDMONTON
HAROLD MARK LAP		EDMONTON
TERRY ALAN LEER	DISTINCTION	SHERWOOD PARK
KIN-CHI LIU		HONG KONG
MICHAEL PAUL ROBERT MACNEIL		EDMONTON
DAVID MARK MARCOVITCH		EDMONTON

Recommended for the Degree of Bachelor of Arts (Special) cont.

GEOFFREY ROBERT MAYER		EDMONTON
PHYLLIS DAWSON MCANNALLY	DISTINCTION	EDMONTON
WENDY JEAN MCCULLOUGH	DISTINCTION	EDMONTON
RODERICK CHARLES MCKEEN	DISTINCTION	EDMONTON
MARK ANTHONY MELNYCHUK		EDMONTON
ELIZABETH ANN MILLAR		EDMONTON
PATRICIA LEE EILEEN MITCHELL	DISTINCTION	EDMONTON
WARREN DALE MITCHELL		EDMONTON
SANDRA MARGOT MOORE		CALGARY
STUART JAMES MUNRO	DISTINCTION	EDMONTON
DUANE V. JOSEPH MUYRES	DISTINCTION	EDMONTON
MARGARET JEAN OGRODNICK	DISTINCTION	EDMONTON
GARY DALE OKRAINEC		EDMONTON
ROY JAMES VIVIAN PALLANT		EDMONTON
LINE MARIE PARADIS	DISTINCTION	PEACE RIVER
KARYN ANNE PETERSON		EDMONTON
PETER JOHN PIENING		LACOMBE
JULIANNE POLLE		EDMONTON
KATHLEEN POON		EDMONTON
MARYANN PRUYSER		PEACE RIVER
SIMON JOSEPH PRYMA		EDMONTON
JOHN CLARENCE PULLYBLANK	DISTINCTION	EDMONTON
COLLEEN MARY A. RASMUSSEN		CALGARY
STEPHEN EDWARD REID		TRINIDAD-W.I.
SUSAN ANN ROBINSON	DISTINCTION	EDMONTON
KATHLEEN ANN ROCZKOWSKYJ		EDMONTON
MICHAL ELENA ROSE		EDMONTON
FIONA JANE ROSS		SHERWOOD PARK

Recommended for the Degree of Bachelor of Arts (Special) cont.

SEAN NICHOLAS ROSS		SHERWOOD PARK
ELIZABETH ANNE SAMWALD		EDMONTON
LYNDA JOYCE SHORTEN	DISTINCTION	EDMONTON
JAMES ALEXANDER SINCLAIR	DISTINCTION	EDMONTON
KIM ALLYSON STAGG		CALGARY
KEITH ALLAN STEFANICK		EDMONTON
JOHN WILLIAM STEWART		CALGARY
STEPHEN GREGORY SUMKA		FORT SASKATCHEWAN
KATHERINE LYNN THOMPSON	DISTINCTION	EDMONTON
HELEN TOBYCHUK		EDMONTON
EMMANUEL LAM HI TSE		HONG KONG
BRIAN TURNER	DISTINCTION	EDMONTON
BOHDAN WILLIAM USZKALO		FORT SASKATCHEWAN
BRUCE WILLIAM WEBSTER		EDMONTON
RICHARD JOHN MCALLISTER WESTBURY		CALGARY
LORNA JEAN WILSON	DISTINCTION	EDMONTON
WILLIAM JOSEPH JOHN WOLFE		EDMONTON
STEPHANIE ANN WOODS		EDMONTON
LESLIE JOAN WRIGHT		EDMONTON
CHI HING ROCKEY SAMUEL YEUNG		EDMONTON
ALLAN ROBERT YOUNG		EDMONTON

1.5 Recommended for the Special Certificate (equivalence of B.A. Special)

MICHAEL JOSEPH ABERCROMBIE	DISTINCTION	CALGARY
JAMES BRIAN ALLEN		EDMONTON
RICHARD DAVID BARRY	DISTINCTION	EDMONTON
JOAN GRACE BOYKO		JASPER

Recommended for the Special Certificate (equivalence of B.A. Special) cont.

DENNIS LAWRENCE COULTHARD		EDMONTON
DEBRA LOUISE CRIPPS		EDMONTON
RANDOLPH BRUCE GURLOCK		CAMROSE
CHRISTOPHER ROY HEAD	DISTINCTION	EDMONTON
CHRISTOPHER ALBERT HEWITT		ST. ALBERT
MILES JOHN HUNT		EDMONTON
BRENDA KATHLEEN KUZIO		EDMONTON
KIRK NORMAN LAMBRECHT	DISTINCTION	EDMONTON
PADGET DUANE MORRIS LOFGREN		CAMROSE
MICHALEEN ANN MARTE		EDMONTON
JANICE ANN MASTROMATTEO		EDMONTON
GAIL ANNE MINCHAU	DISTINCTION	EDMONTON
THEODORE CHRISTIAN OLSON		CALGARY
THOMAS RICHARD OWEN	DISTINCTION	EDMONTON
BRANT TIMOTHY POPP	DISTINCTION	EDMONTON
PHILIP GUY SANDE		EDMONTON
ANGELA ANN SCHAEPSMEYER		EDMONTON
DAWN STAHL	DISTINCTION	EDMONTON
RAYMOND WALTER STEEN	DISTINCTION	EDMONTON
WAI-NAP WILLIP WONG		EDMONTON

1.6 Recommended for the Degree of Bachelor of Arts (Canadian Studies)

MARY ANN BACKSTROM	EDMONTON
PATRICIA ANNE DUNN	BONNYVILLE
NORMAN RUSSELL EADY	EDMONTON
RICHARD ALFRED EICHHORN	EDMONTON
CHERYL LYNN KNOTT	EDMONTON
SUSAN BEVERLY PRESTON	EDMONTON

1.7 Recommended for the Canadian Studies Certificate of Equivalence

LORRAINE MARGARET ADAMSON	DISTINCTION	EDMONTON
COLLETTE ALICE OSEEN		EDMONTON

1.8 Recommended for the Degree of Bachelor of Fine Arts (Art & Design)

DENISE ANDREA ALSTON		EDMONTON
LEE SUSAN BALE		EDMONTON
LILLIAN JOAN BAREI	DISTINCTION	ST. PAUL
GEORGE STANLEY BENNETT		EDMONTON
SANDRA JEAN BROMLEY	DISTINCTION	EDMONTON
ALAN DAVID BROWNOFF		EDMONTON
JAMES SINCLAIR CORRIGAN		EDMONTON
HEATHER KATHLEEN DAVIDSON	DISTINCTION	EDMONTON
DORIS LOUISE FREADRICH		EDMONTON
LESLIE MARGARET FULKS		EDMONTON
DARLENE AUDREY KALYNKA		RED DEER
EVITA MARIA KNAPSKI	DISTINCTION	EDMONTON
VESNA MILENA MAKALE		EDMONTON
MARIA MARYNIAK		LEDUC
DONNA JULIA MEHALKO		LETHBRIDGE
GWENDOLINE JANE MOLNAR		EDMONTON
CYNTHIA JOSEPHINE SHORT	DISTINCTION	EDMONTON

1.9 Recommended for the Degree of Bachelor of Fine Arts (Drama)

JUDITH LAINE BUCHAN		CALGARY
MARKO ROMAN GAMULA		ONTARIO
JUDITH KATHLEEN HAYNES		ONTARIO
WILLIAM BLAIR HAYNES	DISTINCTION	ONTARIO

Recommended for the Degree of Bachelor of Fine Arts (Drama) cont.

STEVEN JOSEPH HILTON		ONTARIO
DOUGLAS BEVIN KIER		BRITISH COLUMBIA
DAVID STEPHEN LERIGNY	DISTINCTION	BRITISH COLUMBIA
BROOKE NEWEL	DISTINCTION	UNITED STATES
MARLANE JOANNA O'BRIEN	DISTINCTION	ONTARIO

1.10 Recommended for the Degree of Bachelor of Music

TIMOTHY JAMES BOWEN		BANFF
DAVID CRAIG CROWTHER		EDMONTON
REBECCA LYNNE DENSON		UNITED STATES
LAURIE ANNE FUMAGALLI	DISTINCTION	PINCHER CREEK
SHELLY MARIAN GOW		EDMONTON
JOAN EILEEN GREABEIEL		RED DEER
GILBERT ADOLF HILL		EDMONTON
WARREN ALOIS MACK		EDMONTON
JANICE IRENE MCDONALD		CAMROSE
KATHY JEANETTE MEGLI	DISTINCTION	OLDS
JOHN DARYLE NAGY		EDMONTON
LAURELIE DAWN NATTRESS	DISTINCTION	LETHBRIDGE
MURRAY JAMES REID		ARDROSSAN
SYLVIA JEAN SHADICK	DISTINCTION	SASKATCHEWAN
DAVID JOSEPH SNABLE		EDMONTON
ANNIE KA PO YIH		EDMONTON

SPECIAL CASES

ARUNKUMAR SAMUEL ABRAHAM

Mr. Abraham was admitted from Camrose College in the 1977/78 session on probation. He was granted 9 advance credits for previous work at Camrose and in our faculty of Business Administration and Commerce. In the 1977/78 session he failed one-half course and earned a 6.0 gpa. Because he failed the half course, he should have been refused further registration as a student who had failed probation. The Registrar's Office did not cancel his Advance Registration for 1978/79 and the Dean's Office did not discover the error until he had finished first term and thus had completed degree requirements. The Committee on Academic Standing recommends that he receive the B.A. (General) degree, notwithstanding the irregularity of his enrolment. His graduating gpa is 6.5.

ROBERT MICHAEL CHAFFEE

The Committee on Academic Standing recommends that Mr. Chaffee receive the B.A. (General) degree notwithstanding an extra full course equivalent in his principal area of study. The recommendation is made on the grounds that he was in the B.A. (Special) program until the end of the first term in the 1978/79 session when he discovered that he could not afford to continue his university studies.

NATTALLE STOYKO

The Committee on Academic Standing recommends that Miss Stoyko receive the B.A. (General) degree notwithstanding a deficiency of a half course in the second science requirement. Her registration included Sociology 412 to meet this requirement, but in January 1979 she submitted a Change of Registration dropping this course. The change was approved by the Dean's Office.

GRANT LINUS SCHNURR

Mr. Schnurr was admitted in August 1977 with seven and a half advance credits from the University of Calgary. These credits included Geology 209 which was accepted as a "non-laboratory" science course. At the beginning of the 1977/78 session he was given a program form which incorrectly listed this course as meeting half of the junior laboratory science requirement. In November he was told of the error and was informed that he would have to take a single-term laboratory science course to meet the requirements. He appealed to the Committee on Academic Standing on December 12, and his appeal was denied. He appealed to the Executive Committee on January 19, but since this committee did not meet in January, Dean Baldwin dealt with his appeal. Because of a number of misunderstandings involving misdirected mail and incorrect information at the office counter, Dean Baldwin granted his petition that he be deemed to have satisfied our Junior Laboratory Science requirement. The Dean ruled that no precedent be set in view of the unique circumstances of Mr. Schnurr's case.

SPECIAL CASES cont.

WAI-NAP WILLIP WONG

Mr. Wong was admitted to the B.A. (General) program in September 1976 as a Category B student on the basis of work done in the Faculty of Business Administration and Commerce. He received his degree in November 1977. He re-enrolled for the Certificate of Equivalence in September 1977 and failed one of his five full course equivalents thus becoming Category B a second time. As a Category B II he was judged to be Category C and was required to withdraw. He was readmitted to the 1978 session as a Probationary student in order to complete the remaining course required for his Certificate. Since he was not taking a full course load, he was told he must attain a gpa of at least 5.5 to clear probationary requirements. He failed to do so, but did achieve a gpa of at least 5.0 which was sufficient to meet certificate requirements. The Committee on Academic Standing felt that they could not recommend that he be denied his degree and therefore recommend that he receive the B.A. (Special) Certificate notwithstanding the fact that he has failed probation while completing the final course for that certificate.

CONFIDENTIAL

Students who failed to meet requirements for their degrees:

B.A. (Special)

CARL NORMAN DEAN	- failed single-term course
MICHAEL WILLIAM FISHER	- failed single-term course
ANNIE LEN LEE	- failed single-term course
SAMMY TAT-SUM LEUNG	- failed three single-term courses, Category B
SANDRA MAE MACARTHUR	- failed one required course (Language other than English)

B.A. Special Certificate

PHILIP SIMON FLOYD	- failed probation; not to continue in the Faculty of Arts

B.A. (General)

SCOTT DEAN BRUCE ALEXANDER	- failed one and one-half courses
SHEILA JEAN BENOIT	- failed single-term course in area of concentration
DARYL PATRICK BOURREE	- failed required language other than English
JEFFREY RUSSEL BULLIED	- failed full-term course in area of concentration
GREGORY LOUIS COULLING	- failed single-term course
WILLIAM BRUCE CURTIS	- Category C, required to withdraw
DUANE MARTIN FITZSIMMONS	- failed single-term course in area of concentration
WENDY CHRISTINE FOTHERGILL	- failed single-term course in area of concentration
MICHAEL ALAN FRASER	- failed full-term course in area of concentration
DAVE WAYNE GLEN	- failed two single-term courses
JOHN BRADFORD TIMOTHY GRIFFITHS	- failed two single-term courses
TUULA INKERI HEINONEN	- failed full-term course in area of concentration
TERRY KORMAN	- failed two single-term courses
KEVIN HARRISON MAYNARD	- failed to meet graduation average
TIMOTHY JOHN MCDIARMID	- failed required language other than English

MATTHEW MALCOLM MERCER - failed single-term course in area of concentration

RICHARD WILLIAM MILLS - failed three single-term courses

BEVERLEY JEAN NOTTON - failed three single-term courses

PATRICK FRANCIS PEARD - failed three single-term courses

SALLY ANN THISTLETHWAITE - failed probation, not to continue in Arts

CRAIG DEAN ULVELAND - failed single-term course in area of concentration

RONALD HANS WOLLENWEBER - failed single-term course in area of concentration

RODNEY ALLAN YUKES - failed two single-term courses

Bachelor of Music

CEDRIC CHARLES ABDAY - failed the single-term required junior English course

ROBERT KENNETH MAST - failed two single-term courses

ARTS FACULTY HONORS COMMITTEE REPORT - MAY 1979

1.1 Recommended for the Governor General's Gold Medal

Name	Specialization
HISLOP, Jessie Eloise Janice	History

1.2 Recommended for the Degree of Bachelor of Arts with First Class Honors

Name	Specialization
BAI, Heesoon	Philosophy
BOTAR, Oliver Arpad Istvan	Geography
BROWN, Barbara Rae	Sociology
BULLARD, Jeffrey Douglas	Linguistics
CHECKLAND, Michael Andrew	Economics
CHOW, Janet Ching Han	Romance Languages
COWIE, Sandra Dawn	Romance Languages
ELLIS, John Kendall	Psychology
HISLOP, Jessie Eloise Janice	History
HOWELL, Leigh Llewellyn	Geography
HUME, Cheryl Ann	Sociology
JACUTA, James Boris	Sociology
KRAUSE, Richard Henry	French/German
LEWIS, Kevin Trickey	English
LOOK, Sharon Cindy	Psychology
MAKUCH, Nestor Hnat	History
OGRODNICK, Robert Alexander	Economics
STAINES, Kent Lee	Drama
TELFORD, Barbara Joan	Political Science
WONG, Etta Yin-Hay	Art History

1.3 Recommended for the Degree of Bachelor of Arts with Honors

Name	Specialization
ALLAN, Brian Wayne	Anthropology
BELZILE, Janet Denyse	English
BOLL, Rosemarie	English
BURKE, Louise Mary	Economics
CHISHOLM, Sheila	English
COAD, Keltie Lynn	Romance Languages
COAD, Leonard Arthur	Economics
CRAWFORD, Susan Jean	English
CUNNINGHAM, David Richard	English
DAMER, Allan Wayne	Philosophy
DEEDRICK, Brian James	Drama

Recommended for the Degree of Bachelor of Arts with Honors (cont.)

Name	Specialization
DMYTRASH, Sandra Joan	English
ENGELKING, Murray Lloyd	Political Science
FISCHER, Douglas William	Political Science
FORSTER, Janet Ann	Art History
GALBRAITH, Robert Stanley	Anthropology
GILLIES, Ronald James	History
GREENWOOD, Bradley Ross	Economics
HARDING, Philip Charles	Economics
HAY, Harry Kim	Economics
JUDGE, David John	Economics
LAU, Wai-Hon	Geography
LEWIS, Robert Munro	Anthropology
McPHEE, David John	Political Science
MINTEN, Angela Petronella	Economics
POON, Donna May	Geography
QUERENGESSER, Neil William	English
RAPAJ, Sylvia Marie	English
REEVE, Elizabeth Valentine	Classics
REGEHR, Jane Marie	French/German
RICHTER, Monica Theresa	Art History
ROY, Francois Bernard	History
SORENSON, John Sherald	Anthropology
WEISHAAR, Carol Lynne	Psychology
WINDWICK, Brent Fredrick	Political Science
WISDOM-LUMSDEN, Mavis Agatha	English
WYATT, Myrna Jean	Drama

1.4 Recommendation re: Honors Prize

The Honors Committee recommends that the Faculty of Arts offer a prize of $100 to each of the graduating students in the Honors program whose GPA on the total four-year program, being 8.0 or above, is within one decimal point of the GPA of the winner of the Governor General's Gold Medal, the Honors Prize(s) to be listed in the Convocation program and the prize winner(s) to receive a letter of commendation from the Dean of the Faculty.

Assuming acceptance of the foregoing recommendation, the Honors Committee recommends that the following Spring Graduands be awarded an Honors Prize:

Name	Specialization
KRAUSE, Richard Henry	French/German
LOOK, Sharon Cindy	Psychology

REPORT OF THE COURSE AND CALENDAR CHANGE COMMITTEE, MAY 1979

The following material has been examined by the Committee and is recommended for Council's approval and inclusion in the 1980-81 Calendar (excepting five courses listed on pp.9 & 10 of the report). Where specified, it is proposed that some of the new courses and course changes be implemented in 1979-80.

1. ANTHROPOLOGY

A. New Courses

ANTHR 461. Social Theory in Anthropology. *6 (3-0-0). A comparative examination of several anthropological theories of society including functionalism, adaptation-evolutionary theory, structuralism, and Marxism. Prerequisite: ANTHR 202 or 307, or consent of the Department.

ANTHR 463. The Origins of Food Production. *3 (either term, 3-0-0). Archaeological evidence for the development of food production in the Old and New Worlds, discussed in the context of the major explanatory theories advanced. Prerequisite: ANTHR 202 or 306 or 319, or consent of the Department.

ANTHR 491. Stone Tools. *3 (either term, 3-0-3). A methodological and theoretical introduction to the analysis of stone tools. Prerequisite: ANTHR 202 or 306, or consent of the Department.

B. Course Changes

ANTHR 202. Delete the course note: Not recommended for students concentrating in Anthropology.

ANTHR 346. Delete the course note: Formerly part of . . . .

ANTHR 396. Add to the prerequisites: ANTHR 202 or . . . .

ANTHR 423 and 426. Delete from the prerequisite: ANTHR 302.

ANTHR 480. Add to the prerequisites: ANTHR 202 or . . . .

ANTHR 482. Delete from the prerequisite: ANTHR 302.

ANTHR 495. Add to the prerequisite: ANTHR 202 or 396 or . . . .

ANTHR 499. Delete from the course title: Thesis. Substitute: Honors Paper.

2. CLASSICS

A. New Course

CLASS 351. Latin Literature in Translation. *3 (either term, 3-0-0). A survey, in translation, of classical Latin authors, seen in the context of social and cultural history. Note: Formerly part of CLASS 361-362.

B. Course Changes

44.8.1 Junior Courses. Delete the general note at the head of this section: Only one of Classics 201 or 240 may be taken for credit.

CLASS 260. Delete the course note: May not be taken concurrently . . . .

CLASS 359. Classics in English (Greek) I. Change title to read: Greek Literature in Translation I.

CLASS 360. Classics in English (Greek)II. Change title to read: Greek Literature in Translation II.

CLASS 379. Change hours to read: 0-3s-0. Delete the prerequisite: Consent of the Department. Delete the note: Not open to students . . . .

CLASS 380. Change hours to read: 0-3s-0. Delete the prerequisite: Consent of the Department. Delete the note: Not open to students . . . .

CLASSICS

Course Changes (cont.)
CLASS 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 481, 482, 483, 484, 485, 486, 498, 499, 521, 601 and 602. Change hours to read: 0-3s-0.

C. Course Cancellations

CLASS 361. Classics in English (Latin) I.

CLASS 362. Classics in English (Latin) II.

D. 43.5.1 Honors Programs

Insert as new item (3): Classics and Literature: similar to the second program, but with major emphasis on literature in translation.

(Note: The existing items (3) and (4) will then become (4) and (5).)

3. COMPARATIVE LITERATURE

A. New Courses

C LIT 201. Introduction to World Literature I. *3 (either term, 3-0-0). An analysis of a limited number of major works of world literature (in English translations) representing the more important periods and genres from antiquity to the renaissance. Note: Formerly part of C LIT 200. Only one of C LIT 201 and 202, or 301 and 302, or 201 and 302, or 202 and 301 may be taken for credit.

C LIT 202. Introduction to World Literature II. *3 (either term, 3-0-0). An analysis of a limited number of major works of world literature (in English translations) representing the more important periods and genres since the renaissance. Note: Formerly part of C LIT 200. Only one of C LIT 201 and 202, or 301 and 302, or 201 and 302, or 202 and 301 may be taken for credit.

C LIT 301. Studies in World Literature I. *3 (either term, 3-0-0). Major works of world literature, mainly in English translations, representing the more important periods, and genres from antiquity to the renaissance. Prerequisite: ENGL 200 or equivalent, or a C LIT 200- or 300-level course. Note: Formerly part of C LIT 300. Only one of C LIT 201 and 202, or 301 and 302, or 201 and 302, or 202 and 301 may be taken for credit.

C LIT 302. Studies in World Literature II. *3 (either term, 3-0-0). Major works of world literature, mainly in English translations, representing the more important periods and genres since the renaissance. Prerequisite: ENGL 200 or equivalent, or a C LIT 200- or 300-level course. Note: Formerly part of C LIT 300. Only one of C LIT 201 and 202, or 301 and 302, or 201 and 302, or 202 and 301 may be taken for credit.

B. Course Cancellations

C LIT 200. Introduction to World Literature. *6 (3-0-0).

C LIT 300. Studies in World Literature. *6 (3-0-0).

Note: The Comparative Literature submission is proposed for implementation in 1979-80.

4. DRAMA

A. Course Changes

DRAMA 383. Change term and hours to read: either term, 0-6L-0. Change prerequisite to read: One of DRAMA 350, 352, 353, 357.

DRAMA 385. Change term to read: either term. Delete from the prerequisite: and consent of the Department.

DRAMA 509. Delete from the prerequisite: /or.

DRAMA 680. Styles of Directing. Change hours to read: 0-3s-6. Delete the course description: Problems of producing period plays.

DRAMA 681. Advanced Projects in Directing Styles. Change hours to read: 0-3s-6. Delete from the course title: Styles.

Note: The course changes are proposed for implementation in 1979-80, excepting the DRAMA 383 change in term.

B. 43.1.11.2 Specialization in Acting (B.F.A.)

Second year: Substitute Drama 335 Second Year Movement and Coaching in Rehearsal and Performance for Drama 393 Production Lab IIB.

Note: The deletion of Drama 393 was approved by Arts Council in August 1978. However, the new course substitution was not submitted by the Drama Dept. until some months later. The latter request was referred to the Curriculum Committee, and was approved retroactive to September 1978.

5. EAST ASIAN STUDIES

Course Changes

CHINA 325. Calligraphy I. Add to the course note: This course is designed for students whose first language is not Chinese.

CHINA 326. Calligraphy II. Add the above note: This course . . . Chinese.

JAPAN 307. Japanese Language for Readers of Chinese I. Change the course note to read: Only one of JAPAN 100, 201, or 307 may be taken for credit.

JAPAN 308. Japanese Language for Readers of Chinese II. Change the course note to read: Only one of JAPAN 100, 202, or 308 may be taken for credit.

JAPAN 325. Calligraphy I. Add to the course note: This course is designed for students whose first language is not Japanese.

JAPAN 326. Calligraphy II. Add the above note: This course . . . Japanese.

6. ECONOMICS

A. New Course

ECON 431. Labour Economics. *3 (either term, 3-0-0). An advanced treatment of demand for labour, supply of labour, wage differentials, trade union behaviour, and related topics. Prerequisite: ECON 331 and 381, or consent of the Department.

B. Course Changes

ECON 365 and 366. Change prerequisite to read: ECON 201/202 or 306/307 or 304.

7. ENGLISH

A. New Course

ENGL 385. The King James Bible in English Literature. *6 (3-0-0). A literary study of selections from the Old and New Testaments of the King James Bible, and of its influence in English literature.

Note: ENGL 385 was previously submitted to Arts Council in August 1977 under the following title and description:

> The Bible as Literature. A literary study of selections from the Old and New Testaments in the King James Version.

Council referred the proposal back to the Course and Calendar Change Committee "for further consultation with, and within, the Department of English," in light of the concerns expressed by the Departments of Comparative Literature and Religious Studies, both of whom indicated they would like to have a better understanding of the rationale for the course, and of the actual course content. The Minutes of the August meeting indicate that the primary concern of the Department of Religious Studies was that "the introduction of ENGL 385 might establish religion and literature as an area over which the English Department would have hegemony" (Professor Waugh, the Chairman of Religious Studies, having stated that at some time in the future his Department may acquire a specialist who will want to take a theological approach to the Bible as literature). The primary concern of the Department of Comparative Literature was that "despite its being written in English, the King James version of the Bible is nevertheless a translation," and "the proposal did not make clear whether the English Department wished simply to study this particular translation, or whether this would create a precedent for the study of other works in translation."

The Course and Calendar Change Committee recommends Council's acceptance of the revised proposal in the light of the rationale which was forthcoming from the Department of English:

> It should first be noted that courses like the proposed one are offered by English Departments across Canada and throughout the United States in the belief that the King James Bible of 1611 is one of the greatest achievements in English prose that we have: its cadences and imagery, as well as its themes, have become woven into the very fabric of our language and literature. Since this is so, and since students of English miss a great deal by not knowing the King James Bible well, it is desirable and important that we offer a course which would treat of that Bible as worthy of literary study in itself, and as a primary source of much that is important to the rest of English literature.
>
> The course addresses itself to the King James Bible not to its Greek or Hebrew antecedents, nor to the so-called "Higher Criticism," still less the Lower Criticism. We are concerned to have students acquaint themselves with the English of the K.J.B. and to recognise that it has its own literary qualities which have been influential in English literature.

ENGLISH

B. Course Changes

ENGL 497. Seminar, Fourth Year Honors English. Change number to 501.

ENGL 498. Directed Reading III, Fourth Year Honors English. Change number to 502.

ENGL 499. Honors Tutorial. Change number to 503. Change title to read: Tutorial, Fourth Year Honors English.

8. GEOGRAPHY

A. New Courses

GEOG 340. Regionalization in Canada. *3 (First Term, 3-0-0). The regional organization of Canadian life; the influence of variation in resources, geographical location, population, urbanization, industrialization, ethnic presence, and external relations in giving rise to regional differentiation in contemporary Canada. Note: Not open to students with credit in GEOG 400.

GEOG 341. The Cultural Landscapes of the United States. *3 (Second Term, 3-0-0). The present-day landscapes of the United States seen as the product of the changes imposed on the natural environment by human efforts to create a satisfactory way of life. Note: Not open to students with credit in GEOG 400.

GEOG 471. The Historical Geography of North America. *3 (Second Term, 3-0-0). The analysis of past cultural landscapes in North America. The cultural landscapes are seen as the product of human adaptation to local environmental conditions and of adjustments resulting from the presence of neighboring groups and developments in technology. Note: Not open to students with credit in GEOG 400.

B. Course Cancellation

GEOG 400. North America.

C. 43.11.2 Concentration in Geography

(1)(b) Delete: and one of the Canadian or North American regional courses.
Substitute: one full-course equivalent in regional geography (a list of such courses is available in the Faculty Office and in the Department).

(2)(b) Delete: either Geography 329, 429, or Cartography 341.
Substitute: Geography 329, 429, and/or Cartography 341.

Delete: either Geography 400 or any two of Geography 360, 382, 445, 446, and 449.
Substitute: one full-course equivalent in regional geography (a list of such courses is available in the Faculty Office and in the Department).

9. GERMANIC LANGUAGES

A. New Courses

GERM 321. German Prose in English Translation. *3 (First Term, 3-0-0). Analyses of great novels and novellas in English translation from the eighteenth century to contemporary times. Note: Not accepted to meet concentration requirements in German. [Formerly part of GERM 320]

GERM 322. German Drama in English Translation. *3 (Second Term, 3-0-0). Analyses of great dramas in English translation from the eighteenth

GERMANIC LANGUAGES

New Courses (cont.)

century to contemporary times. Note: Not accepted to meet concentration requirements in German. [Formerly part of GERM 320]

GERM 441. Exercises in Translation: German into English. *3 (either term, 3-0-0). Theory and practice of translation of texts in contemporary and classical German literature. Prerequisite: GERM 301, or consent of the Department.

GERM 442. Exercises in Translation: English into German. *3 (either term, 3-0-0). Practice of translations of texts from modern English literature. Prerequisite: GERM 301, or consent of the Department.

B. Course Cancellation

GERM 320. German Literature in English Translation.

C. 43.12.1 Honors in German

Paragraph two. Delete: 511 and 512.
Substitute: 511/512 or 441/442.

10. HISTORY

A. New Courses

HIST 411. Topics in American History. *3 (either term, 0-3s-0).

HIST 412. Topics in American History. *3 (either term, 0-3s-0).

HIST 497. Topics in Comparative History. *3 (either term, 0-3s-0).

B. Course Changes

HIST 358. Change weight and term to read: *3 (either term, 3-0-0). Delete the course note: A single-term course prior to 1976.

HIST 370, 371 and 372. Delete the prerequisite.

HIST 405, 406, 407 and 479. Change prerequisite to read: A previous course in Canadian History or consent of the Department.

HIST 408, 409, 448, 449, 470, 471, 472, 473, 476, 478 and 492. Add: Prerequisite: A previous course in Canadian History or consent of the Department.

Note: The introduction of HIST 411 and 412 and the change in HIST 358 are proposed for implementation in 1979-80.

11. INTERDISCIPLINARY

A. New Courses

INT D 570. Seminar in Philosophy and Psychology I. *3 (First Term, 0-3s-0). An examination of the contributions of philosophy and psychology to the behavioral sciences. [Philosophy, Psychology]

INT D 571. Seminar in Philosophy and Psychology II. *3 (Second Term, 0-3s-0). An examination of the contributions of philosophy and psychology to the behavioral sciences. [Philosophy, Psychology]

B. Course Change

INT D 393. Political Sociology. Change weight to read: *3. Change term to read: Second Term. Change description to read: An examination of the impact of social organization and structure on the conduct of politics in mass societies, and of the ways the organization and

INTERDISCIPLINARY

Course Change (cont.)

structures of such societies are affected by political processes. Change prerequisite to read: POL SC 200 or 201 and 202; or SOC 202 or 403, or consent of the Department (either Political Science or Sociology).

Note: The changes in INT D 393 are proposed for implementation in 1979-80.

C. Course Cancellation

INT D 574. Seminar in Philosophy and Psychology. *2 (0-2s-0).

12. LINGUISTICS

Course Change

LING 202. Add: Prerequisite: LING 201.

13. PHILOSOPHY

A. New Course

PHIL 384. Philosophy of Law II. *3 (either term, 3-0-0). Philosophical analysis of legal dimensions of such concepts as justice, responsibility, liberty, punishment. Prerequisite: PHIL 383 or consent of the Department.

Note: PHIL 384 is proposed for introduction in 1979-80.

B. Course Change

PHIL 383. Philosophy of Law. Add to the course title: I. Change description to read: A philosophical study of the foundations of law; positivism, realism, natural law; legal rules and principles, legal rights, legal reasoning.

14. POLITICAL SCIENCE

A. New Courses

POL SC 395. Political Attitudes and Ideologies. *3 (either term, 3-0-0). A study of political attitudes and ideologies, and of their impact on the individual citizen's involvement in politics.

POL SC 490. Selected Topics in Political Behavior. *3 (either term, 3-0-0). Detailed examination of special topics of current or historical importance in the field. Topics will vary according to interests. Prerequisite: Consent of the Department.

B. Course Changes

POL SC 394. Socialization to Politics. Change description to read: A survey of major theories and research findings regarding the learning of 'civic' attitudes and other aspects of political cultures and their impact on subsequent political behavior.

POL SC 396. Electoral Behavior. Delete from the course description: institutional. Substitute: social-psychological.

15. PSYCHOLOGY

A. New Courses

PSYCO 534. Principles of Psychological Assessment. *3 (Second Term, 3-0-0). Major concepts and instruments of clinical assessment. Relationship of assessment to other clinical activities; objective

PSYCHOLOGY

New Courses (cont.)

approaches to measuring personality and intelligence; projective techniques; behavioral assessment methods. Prerequisite: Consent of the Department.

PSYCO 587. Basis of Abnormal Behavior. *3 (First Term, 3-0-0). Psychopathological behaviors. Major classification systems; methodological problems; models of etiology; related experimental findings. Prerequisite: Consent of the Department.

PSYCO 591. Approaches to Treatment. *3 (Second Term, 3-0-0). Major treatment approaches to problems of adjustment including psychodynamic, behavioral, humanistic, psychophysiological and group methods. Prerequisite: Consent of the Department.

PSYCO 668. Seminar in Theoretical Psychology I. *3 (First Term, 0-3s-0). An in-depth examination of the logical structure and empirical support of major theories in psychology.

PSYCO 669. Seminar in Theoretical Psychology II. *3 (Second Term, 0-3s-0). An in-depth examination of the logical structure and empirical support of major theories in psychology.

B. Course Change

PSYCO 585. Change weight to read: *3. Change term to read: either term.

C. Course Cancellations

PSYCO 520. Seminar in Industrial Psychology.
PSYCO 538. Clinical Assessment III.
PSYCO 586. Normality, Neurosis, Sociopathy.
PSYCO 590. Systems in Psychotherapy.
PSYCO 610. Special Topics in Learning.
PSYCO 611. Topics in Learning.
PSYCO 612. Topics in Perception.
PSYCO 613. Topics in Perception.
PSYCO 670. Seminar in Theoretical Psychology.

Note: PSYCO 610, 611, 612 and 613 have been added to the Science Calendar.

16. ST. JOSEPH'S COLLEGE

A. New Courses

The St. Joseph's College submission was considered in the light of the recent discussions and negotiations regarding the functional relationship between the Arts Faculty and the College (ref. item 6 of the Executive Committee's Spring 1979 report to Council). While noting the various concerns expressed in this ongoing dialogue, the Calendar Committee saw as its primary role the examination of the various course proposals on the basis of their individual merit (which is the normal procedure in Committee). The acceptability of any course involves an assessment of its purpose and place within a given area of jurisdiction, the parameter in this particular instance being the one normally associated with St. Joseph's College, namely the teaching of history, philosophy and theology within the special context of the Roman Catholic faith.

ST. JOSEPH'S COLLEGE

New Courses (cont.)

Recommended for Council's Approval
(it being understood that the courses
will be introduced in 1979-80)

CHR T 266. The Beginning of the Church. *3 (First Term, 3-0-0). A study of the early Christian Church, with special attention to the Acts of the Apostles, the earliest proclamation of the Christian Faith, the formation of the Gospels, Paul's teaching on the Christian life.

CHR T 272. Introduction to Catholic Moral Thought. *3 (either term, 3-0-0). The role of reason, Sacred Scripture, tradition, the Church, and individual freedom and responsibility in the formation and exercise of conscience.

CHR T 344. Catholicism: Late Middle Ages to Modern Times. *3 (Second Term, 3-0-0).

Note: A revised description of CHR T 344 will be presented to Council on May 15.

PHIL 217. An Introduction to Catholic Philosophy. *3 (either term, 3-0-0). A study of early Christian thinkers' use of Greek philosophy, especially St. Augustine's adaptation of Platonism and St. Thomas Aquinas' adaptation of Aristotle. Note: Not available for credit with PHIL 300 or 301.

PHIL 218. Current Questions in Catholic Philosophy. *3 (either term, 3-0-0). A philosophical analysis from a Catholic point of view of some recent philosophical positions. The main problems to be looked into will concern God, soul, truth, and goodness.

PHIL 401. Augustine. *3 (Second Term, 3-0-0). A study of the Christian Platonism of St. Augustine. Prerequisite: PHIL 300 or 341 or 459, or consent of the Department.

Not Recommended for Council's Approval

CHR T 351. The Christian Meaning of Sex and Marriage. *3 (either term, 3-0-0). The sexual revolution and its relevance for sexual ethics; pre-marital sex; marriage breakdown and divorce; sex as a human reality; Christian meaning of marriage.

CHR T 352. Medical-Moral Problems. *3 (either term, 3-0-0). Christian reasons for valuing life; examination from a Christian perspective of euthanasia, abortion, genetic research, sterilization, reproductive technologies, medical experimentation; rights of patients.

CHR T 354. Religion and the Creative Imagination in the Catholic Tradition. *3 (either term, 3-0-0). An inductive approach to Catholic Theology based on selected works of literature to 1900.

CHR T 356. Religion and the Contemporary Creative Imagination in the Catholic Tradition. *3 (either term, 3-0-0). An inductive approach to Catholic Theology based on selected works of twentieth-century literature.

It is the Calendar Committee's view that these are not *bona fide* courses in Christian Theology, but rather an application of Catholic thinking to

ST. JOSEPH'S COLLEGE

New Courses (cont.)

various areas of broad concern and various disciplines such as literature. They therefore appear to go well beyond the mandate of St. Joseph's College and, in so doing, to impinge upon the jurisdiction of a number of the Arts departments (the examination of moral and social problems, for example, being matters properly dealt with by the Departments of Philosophy and Sociology).

CHR T 379. Theology and Liturgy of Eastern Christian Churches. *3 (either term, 3-0-0). An introduction to the theology and liturgy of Eastern Christianity with special attention to the Ukrainian Church.

Here again, the College would seem to be moving outside its denominational and jurisdictional area which is seen to be the Roman Catholic rather than the Eastern Christian faith.

B. Course Changes: Recommended for Council's Approval (it being understood the changes will be implemented in 1979-80)

PHIL 219. Foundations of Christian Philosophy. Change number to 300. Add note: Not available for credit with PHIL 217.

PHIL 301. Development of Christian Philosophy. Add note: Not available for credit with PHIL 218.

Additional Recommendation

The Calendar Committee recommends that the word "Catholic" be substituted for "Christian" in the titles of these two courses, and that, where applicable, this clarifying amendment be applied to the titles and descriptions of all courses offered under the aegis of St. Joseph's College.

17. SLAVIC LANGUAGES

A. New Courses

RUSS 325. Russian Culture. *3 (Second Term, 3-0-0). A survey of Russian culture and civilization stressing major developments in literature and the fine arts. Note: Not accepted to meet concentration requirements in Russian, if the principal subject of concentration is Russian.

UKR 311. Standard Scholarly and Technical Ukrainian I. *3 (First Term, 3-0-0). An introduction to technical Ukrainian writing stressing idiomatic usage in a variety of areas outside of belles-lettres proper (e.g. anthropology, history, geography). Prerequisite: UKR 200 or 304, or consent of the Department.

UKR 312. Standard Scholarly and Technical Ukrainian II. *3 (Second Term, 3-0-0). This course is designed as a continuation of UKR 311; the student will be introduced to other areas of Ukrainian writing (e.g. art, music, physical education). Prerequisite: UKR 311 or consent of the Department.

UKR 361. Advanced Ukrainian I. *3 (First Term, 3-0-0). Review of difficult grammatical points with special emphasis on syntax and stylistics; reading of selected texts from Ukrainian classical and contemporary literature. Prerequisite: UKR 200 or 304 or 307, or consent of the Department. Note: Formerly part of UKR 331 and 401.

SLAVIC LANGUAGES

New Courses (cont.)

UKR 362. Advanced Ukrainian II. *3 (Second Term, 3-0-0). This course is a continuation of UKR 361 with emphasis on composition and analysis of literary texts. Prerequisite: UKR 361 or consent of the Department.

UKR 650. Topics in Ukrainian Folklore. *3 (either term, 3-0-0).

B. Course Change

RUSS 210. Reading Russian. Change the course note to read: Not accepted to meet concentration requirements in Russian, if the principal subject of concentration is Russian.

C. Course Cancellations

RUSS 461. The Nineteenth Century Russian Novel.

UKR 331. Intermediate Ukrainian Language and Literature I.

UKR 332. Intermediate Ukrainian Language and Literature II.

UKR 401. Third Year Ukrainian I.

UKR 402. Third Year Ukrainian II.

18. SOCIOLOGY

A. New Course

SOC 362. Comparative Societies. *3 (either term, 3-0-0). An introduction to the analysis of social structure and problems in a wide range of societies with attention to theoretical and methodological issues. Prerequisite: SOC 202 or 403, or consent of the Department.

B. Course Changes

SOC 351 and 437. Delete the prerequisite.

SOC 353. Urban Sociology. Change description to read: Social implications of urban life with respect to such topics as patterns of city growth; urban social organization (family, neighbourhood, community); urban social issues (housing, crime); urban policy and urban planning (sociology of planning, citizen participation).

Respectfully submitted,

E. Reinhold,
Chairman.

ADDENDUM TO THE MAY 1979 REPORT OF THE COURSE & CALENDAR CHANGE COMMITTEE

The attachment was received in response to the Calendar Committee's recommendations on pages 9 and 10 of the report.

ST. JOSEPH'S COLLEGE
The University of Alberta
Edmonton, Alberta
T6G 2J5

May 7, 1979

TO: Course and Calendar Committee

RE: Report on St. Joseph's College received May 5, 1979

We are happy with the Committee's recommendation to approve six of the proposed courses, namely ChrT 255, 272 and 344 and Phil 217, 218 and 401. A revised description for 344 will be sent in shortly.

Nevertheless, after examining your reasons for not recommending the other proposed courses, our staff feels that it must respond to misunderstandings, namely that these courses are either not bona fide courses in Christian theology or are beyond the jurisdiction of St. Joseph's College.

Re A 1: Moral and Social

ChrT 351 (The Christian Meaning of Sex and Marriage) and ChrT 352 (Medical-Moral Problems) are courses in moral theology. From its earliest days, Christian theology has included moral considerations. The New Testament, the great doctors of the patristic and medieval times, reformation theologians such as Luther and Calvin, and practically all contemporary Christian theologians considered, and do consider, that there is an ethical part of theology. Indeed, in the past particular forms of Christianity have been charged with being little more than moralism! It is with a certain astonishment, therefore, that we now learn of the opposite view, namely that the study of specific moral issues does not pertain to theology.

The theological study of ethical issues brings distinctive elements and methods to the consideration and is, therefore, not to be equated with ethics as taught in departments of philosophy. Many of the most prestigious universities and other centres of theological study in Europe and North America offer courses in moral Theology distinct from ethics courses given in other departments of the institution.

Furthermore, St. Joseph's College would feel at one with other departments in rejecting the view that

> "the examination of moral and social problems, ... are matters properly dealt with by the Departments of Philosophy and Sociology."

It should also be noted that, when asked, the Department of Sociology did not object to ChrT 351 (The Christian Meaning of Sex and Marriage) being given at St. Joseph's College, nor did the Department of Philosophy object to the Medical-Moral course. We recommend that these courses be accepted.

...

Re A 2: Literature

ChrT 354 and 356 (Religion and the Creative Imagination in the Catholic Tradition) are concerned with theological elements embodied in selected works of literature. That there are such elements in these works is generally acknowledged. Their study from the point of view of Christian theology has been done by a number of respected authors. That this study does not belong under the heading "Christian Theology" is a thesis that would require demonstration against the prima facie appearances of the matter.

Here, too, it should be noted that a meeting of the combined heads of all five Language Departments suggested the present title and description for ChrT 354 and 356 to replace the previous description provided by St. Joseph's College which, as a consequence, was discarded.

St. Joseph's College has a qualified instructor (a professor emeritus) which will not be the case if the course is delayed. Even a temporary approval to be reviewed in a set time would help clarify whether a special contribution in this field can be made.

Re A 3: ChrT 379 (Theology and Liturgy of Eastern Christian Churches)

The Course and Calendar Committee believes this course to be beyond the jurisdiction of St. Joseph's College. The Committee appears to have overlooked the fact that more than a dozen Eastern rite churches, including the Ruthenian or Ukrainian rite, are in full communion with Rome and are just as much a part of the Catholic Church as the Latin rite church in the West. Moreover, a number of these Eastern rite churches are present in Canada, especially in the West. Consequently, the view that such a course does not pertain to our jurisdiction is quite mistaken.

Re B: Additional Recommendation

St. Joseph's College is surprised that a recommendation that all its courses and titles be changed would come from the Course and Calendar Committee, and, furtherfore, that the Committee has presumed to change the titles of Phil 217 and 218. The College has used the term 'Christian' since 1928; the Church has used it since the time of the Apostles.

We submit that Phil 217 is more properly called "Introduction to Christian Philosophy"; we agree that 218 may well be called "Current Questions in Catholic Philosophy"; and we are willing to compromise on Phil 217.

As for the suggestion that all titles of courses already in the calendar be changed as well, St. Joseph's College is not prepared to act without further reflection.

A. de Valk, Principal

1413

REVISION

CALENDAR CHANGE REQUEST FORM (1979 revision)

TO: The Calendar Change Committee, c/o Arts Faculty Secretary.
FROM: The Department of St. Joseph's College.

Please consider the following NEW COURSE (includes any proposed split of an existing full course) for inclusion in the 1980-1981 session calendar.

COURSE CHANGES (such as changes of weight, course description, hours, etc.) are to be submitted by memorandum.

1. Information for Inclusion in the Calendar:

ChrT 344 CATHOLICISM: LATE MIDDLE AGES TO MODERN TIMES
Number Course Title

3-0-0 second
Weight Term (if 1/2 course) Hours

Course Description* The history of the Church, its beliefs and theology, its struggle with reformers and nation states, from the days of schism to ecumenism.

*Length guidelines
"200" level maximum 5 lines
"300" level maximum 3 lines
"400" level maximum 2 lines
"500" & "600" level title only**

**(Description may be shown here or on reverse.)

Prerequisites: ---

Note (e.g., formerly part of ....) ---

Special restrictions, etc. (e.g., restricted to ....) ---

2. Information for Committee or Faculty Council:

a. A brief statement as to why this course is required and whether it extends an existing area or opens a new one: To provide an historical background to the study of modern Catholic theology. It extends an existing area.

b. This course replaces or was formerly part of --- which is being deleted from the calendar. (This will be sufficient notice in such cases.)

c. I have consulted and have obtained the agreement of the following Department(s) that may be expected to see some overlap of this course in their fields:

History

d. This course is still under discussion with the Department(s) of:

REFERRED DEADLINE FOR SUBMISSION OF THIS FORM IS APRIL 15; FINAL DEADLINE IS JULY 1.

(A. de Valk) Feb. 14/79
Chairman's Signature Date

UNIVERSITY OF ALBERTA
FACULTY OF ARTS

Report of the *ad hoc* Committee on Annual Reports

During October, 1978, an *ad hoc* committee was established to consider and make recommendations concerning the format of the annual report for staff in Arts. The committee was asked to consider the components of the report form, the form's functional relationship with the FSPC Worksheet, its suitability as a vehicle for supplementary professional activities annual statements, and its layout and design.

As preparatory steps, the committee sought and received submissions from department chairmen and staff, and it consulted with Drs. Pierre Monod and David Otto of the GFC Committee on the Improvement of Teaching. After a draft form had been completed, further consultation with a cross-section of Faculty of Arts staff was undertaken. The committee acknowledges with thanks the consideration and help of those mentioned above. Especially appreciated is the contribution of the GFC Committee on the Improvement of Teaching whose own annual-report format served as a useful model for the proposal which is attached.

In its deliberations the committee found it difficult to keep entirely within the bounds of its terms of reference. Several problems of a general nature kept cropping up, as well as some more practical considerations. Among these were:

1) The relationship between reporting quantity (of teaching, research, creative, and administrative activity) and reporting evidence of quality.

2) The difficulty, under present arrangements, of obtaining hard evidence of the quality of teaching. The committee noted information indicating that some departments are establishing procedures for obtaining such evidence. Is the evidence to be reported on the annual report form, or to be reported directly to FSPC by chairmen?

3) The difficulty of reporting on the actual amount of work done in a supervisory capacity with graduate students. Was the student actively engaged in research during the reporting year? Did the supervisor meet regularly, occasionally or not at all with the student? How does this important responsibility weigh as a part of the faculty member's overall teaching assignment?

4) The difficulty of reporting and evaluating cross-disciplinary work.

5) The principle of the annual review itself. Notwithstanding the cumulative reviews which occur at specified times during a professor's career, it was suggested to the committee that perhaps more searching reviews ought to take place at possibly three-year intervals, with less emphasis on the annual assessment. Does the yearly assessment encourage generally significant scholarship and the taking of intellectual risks which may produce truly excellent results, or does it foster a narrow specialization and production of scholarly ephemera?

6) The problem of distilling, yet adequately transferring information from the annual report form to the FSPC worksheet.

Some or all of these problems were also raised in the comments and observations submitted to or solicited by the committee from chairmen and faculty members.

Nevertheless, as a result of information received from others as well as its own deliberations, the committee undertook to revise the existing annual report form to serve more adequately the particular needs of the Faculty of Arts. In the forefront of its thinking was the purpose of the form which was seen to be the provision of a record of each faculty member's academic activities and achievements, for use by those who make recommendations and decisions on tenure, salary and promotion. While the extent of the revision is reflected in the proposed form itself, the committee gave especial attention to the following matters:

1) The statement in the staff agreement (Article 9.01.03) that in the assessment

of the work of staff "teaching performance shall receive special scrutiny." As a result it was deemed desirable to expand the teaching reporting area on the form so that work associated with teaching and the improvement of teaching might more completely be reported and made available in the staff assessment procedure.

2) The need to accommodate the reporting areas of the fine-arts departments, not well-enough provided for in the existing form.

3) The need to provide space for the reporting of completed research/creative projects other than those to be listed as already presented (in the case of the fine arts) or published.

4) The relationship of supplementary professional activities reporting to primary information reporting. The committee concluded that SPAs could not easily nor practicably be integrated into the body of the form but that the existing Arts Faculty SPA form with all of its specifications could be attached to the annual report as a part of it.

5) The possible amalgamation of the annual report form with the FSPC worksheet. The committee discerned that while perhaps such an amalgamation might be desirable and a likely time-saving device, this is a matter over which the committee did not have jurisdiction. The proposed form does reflect the sympathy of the committee to the concept of amalgamation through the general ordering of information which at least would facilitate its transfer to the FSPC worksheet. Should FSPC, being responsible for its own working procedures and papers, decide that the two forms ought to be amalgamated, aside from such matters as chairmen's assessments and recommendations, additional space on the proposed annual report form need only be added to accommodate such data as salary and record of advancement.

The committee recognizes that the proposed form is longer than the existing one and justifies this increase in length through the diverse interests

and activities of the departments within the Faculty of Arts. Furthermore, it was thought by the committee that the scope of information specified by the new form would more readily assist those who are charged with reviewing the work of staff members and with making recommendations based upon such reviews.

It is recommended that the attached proposal for an Arts Faculty Annual Report Form be adopted.

Respectfully submitted for the committee,

R. A. Stangeland

R. A. Stangeland (Music)
Chairman

G. F. N. Fearn (Sociology)
G. D. Kelly (English)
G. S. Peacock (Art and Design)
B. G. Rule (Psychology)

RAS/el

The University of Alberta, Faculty of Arts

Annual Report of Faculty Member

1418

Copy for
Dean
Chairman
Personal File

Period
1 August 19 to 31 July 19

Personal data

name

department   academic rank

courses of study completed and/or degrees/diplomas achieved during report year

Teaching

courses taught
indicate courses taught for the first time; courses team taught, noting share of responsibility

winter session *first term* course subject and number	*hours per week* lecture	seminar	lab	number of students	**winter session** *second term* course subject and number	*hours per week* lecture	seminar	lab	number of students

spring session course subject and number	*total hours* lecture	seminar	lab	number of students	**summer session** course subject and number	*total hours* lecture	seminar	lab	number of students

responsibilities for graduate, honours, and special students
indicate name of student, department, degree sought; type of project: thesis, recital, etc; role: supervisor, examiner, committee member; whether project complete or incomplete

other major repsonsibilities and activities associated with teaching
contributions to the courses of others, extension of regularly scheduled contact hours with students, training of teaching assistants, etc.

Research/Creative Activity

research/creative work completed during year
not yet or intended to be published, performed or exhibited

publication of research
indicate with an asterisk work which is republished, including revisions and translations of your own work

books, monographs, chapters in books
list by title, page numbers, co-authors, publisher and date of publication

articles, review articles and other reviews published in journals
list by title, journal, co-authors, volume ,page numbers, and date of publication
indicate whether these appeared in refereed journals, in-house publications, etc.

scholarly activity related to publication
editing a journal, book, musical composition, etc.

creative work
indicate with an asterisk any performance or exhibition which included material presented before

publication and/or performance of new artistic works, compositions, plays, etc.
list by title, co-authors, description, publisher and/or performer and date

performances such as recitals, concerts, and productions, including broadcasts, telecasts, and recordings
list by event, sponsor, location, date, and role: soloist, member of ensemble, leading actor, producer, designer, etc.

exhibitions of drawing, painting, sculpture, printmaking, photography, video, film and design
list by type, sponsor, location, date, group or individual exhibition, number of works

research/creative work in progress

1420

conferences, seminars, miscellaneous presentations

papers read or presentations to learned societies, professional bodies, and other organizations
list by title, group, place, and date of meeting

participation in conferences and seminars as discussion leader, panelist, invited speaker
list by name, topic, role, place, and date of meeting

University of Alberta Administration

administrative offices held
department chairman, associate dean, etc.

university, faculty and departmental committees
indicate role and nature of contribution

other administrative responsibilities
co-ordination of multi-sectioned courses, co-ordination of divisions within departments, etc.

1421

Professional and Public Activities

substantial excersises in community and continuing education including off-campus and extension teaching

services to national and international societies
offices held, committee memberships, and other activities

other

Honours, Awards, Grants, and Other Recognition

Remarks

Supplementary Professional Activities

please refer to Article 29 of Board-AASUA agreement and attach completed Faculty of Arts SPA form

Signature

Date